State Government Victoria
Department of Education and
Early Childhood Development

School Strategic Plan for Sale Primary School
0545
2014-17

Endorsements

Endorsement by School Principal	Signed Name: Brad Evans Date: 18th March 2015
Endorsement by School Council	Signed... Nicola F... Name: Nicola Finlay Date: 18th March 2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed... Name... John Allman... Date... 24 APR 2015 ...

School Profile

Sale Primary School is a P - 6 school of nearly 400 students in the rural township of Sale in Central Gippsland. Established in 1883, Sale Primary School is affectionately known as "545". The school has unique traditions and links with the entire community including the Defence Force situated in East Sale.

The school has a staff of Principal, Assistant Principal, 20 teaching staff and 4 office, 4 educational support staff, a Chaplain, Defence Force Transition Aide, ICT and Library Technicians and Groundsman. Sale Primary School's staff are committed to delivering a comprehensive learning program to our students that supports their development academically, socially and emotionally. This includes Specialist Programs in Physical Education, Music (including instrumental music tuition), Art & Languages (Japanese) and Sustainability.

The learning programs are well supported by outstanding facilities (both old and new) that are surrounded by beautifully land-scaped grounds. A broad range of resources to support student learning is also a feature of the school.

The school depicts a positive environment that shares strong links between teachers, students and parents. All stakeholders are active towards improving student learning / student engagement and well-being and supporting student transitions into, throughout and beyond the school. These relationships are extended to the wider school community through special events including the Garden Party, ANZAC Day service and Visual and Performing Arts Shows.

The recent inclusion of a new, open-plan and Science learning spaces and a Performing Arts Centre have enhanced the school's facilities. The school is now fortunate to be able to offer an after school and holiday care program. In addition, the school provides a dedicated meeting space for parents (as a breastfeeding friendly school).
The network EAL program operates out of Sale Primary School.
Newly developed Reading & Spelling and Mathematics Policies, Teaching & Learning Principles vision statements, an internal Student Transition Policy and a revised Student Management approach have all increased the learning outcomes of our students.

Purpose

We provide all students access to a broad, balanced and flexible curriculum including skills for learning and life.
We create a positive and caring environment where students feel safe and supported.
We foster positive relationships between all stakeholders (students, teachers, parents, care givers) and the broader community.

Values

We explicitly teach and model (staff and parents) our 'School Values' of:

- Respect
- Honesty
- Enjoyment
- Resilience
- Success

This is part of the whole school culture and curriculum. Students are regularly rewarded and acknowledged when they model our 'School Values'.

Service Standards

- The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
- The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.
- The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
- All students will receive instruction that is adapted to their individual needs.

Strategic Direction

	Goals	Targets (Milestones)	Key Improvement Strategies (Improved Practice)
STUDENT ACHIEVEMENT	To improve the student learning growth of all students with a focus on English (Writing) and Mathematics (Number and Problem Solving).	Evident improvement in Student Performance in Number & Writing (Teacher Judgement – Australian Curriculum): • *Student Achievement with 35% performing beyond the expected level (6 months +) in Number & Writing* Trend Improvement in Student Performance in Number & Writing (NAPLAN – Relative High Growth / Proportion of students in top 2 Bands): • *In excess of 50% of students achieving Medium Growth in Number, Writing and Grammar and Punctuation* • *In excess of 30% of students achieving High-Growth in Number, Writing and Grammar and Punctuation* Trend improvement in Student Attitude to School Teaching & Learning variables: • *Teaching & Learning Variables consistently in the 3rd Quartile (particularly Learning Confidence and Stimulating Learning)* Trend improvement in Staff Opinion Survey School Climate variables: • *School Climate Variables consistently above All School Means – and within the 67% Percentile* Trend improvement in Parent Opinion Survey of School Climate variables: • *School Climate Variables consistently in the 3rd Quartile (particular focus on reporting, transitions and homework)*	• **Powerful teaching and learning practices in Mathematics (Number & Problem-solving) and English (Writing inclusive of Grammar and Punctuation) identified and implemented.** • **Whole school approach to the delivery of Mathematics and English (Writing inclusive of Grammar and Punctuation).** • **Improved assessment practices in Mathematics (Number & Problem-solving) / English (Writing inclusive of Grammar and Punctuation).** • **Student achievement goal, targets and key improvement strategies are shared with the school community.**

STUDENT ENGAGEMENT	To improve the engagement of every student.	Trend improvements in Student Attitude to School Survey variables of Teaching & Learning and Student Relationships: • *Teaching & Learning Variables consistently in the 3rd Quartile (particularly Learning Confidence and Stimulating Learning)* • *Student Relationships consistently in the 4th Quartile (particularly classroom behaviour)* Trend improvement in Staff Opinion Survey School Climate variables: • *School Climate Variables consistently above All School Means with overall score within the 67% Percentile* Trend improvement in Parent Opinion Survey of School Climate variables: • *School Climate and Student Behaviour Variables consistently in the 3rd Quartile (particular focus on homework*	**Teacher Capacity:** • **Learning Intent – *Why am I learning………* to be embedded in all teachers' practice** • **Feedback via Success Criteria – *How will I know that I have been successful?* to be a feature of all classrooms** • **Powerful teaching practices in Numeracy and Writing identified and implemented via Peer Observations** **Student Capacity:** • **Development of a student voice to build confidence and to monitor their own learning (student/teacher feedback)** **Learning Tasks:** • **Use of an integrated approach (Throughlines) to promote learning confidence and stimulated learning.** • **Student engagement goal, targets and key improvement strategies are shared with the school community**

STUDENT WELL - BEING	To have every student thriving in a safe and stimulating learning environment.	Trend improvements in Student Attitude to School Survey variables of Student Well-Being and Student Relationships: ***Student Well-being variables consistently within the 3rd Quartile (particular emphasis on student morale)*** ***Student Relationship variables consistently within the 3rd Quartile (particular emphasis on classroom behaviour)*** Trend improvement in Staff Opinion Survey School Climate variables: • ***School Climate Variables consistently above All School Means with overall score within the 67% Percentile*** Trend improvement in Parent Opinion Survey of School Climate variables: • ***School Climate and Student Behaviour Variables consistently in the 3rd Quartile (particular focus on transitions)*** Improved student attendance at all year levels: • ***All cohorts trending towards an average of 95% Attendance (10 Days per student per year)***	• **Expanded student leadership across the school** • **Strengthening communication and partnerships with parents and the wider community** • **Student well-being goal, targets and key improvement strategies are shared with the school community**

PRODUCTIVITY	To maximise school resources (human, financial, time, space and materials) to enable optimum implementation of school goals and priorities.	Trend improvement in Staff Opinion Survey School Climate & Professional Learning variables • *School Climate Variables consistently above All School Means with overall score within the 67% Percentile (particular focus on trust in colleagues and shielding/buffering)* • *Professional Learning Variables consistently above All School Means with overall score within the 67% Percentile (particular focus on feedback)* Trend improvement in Parent Opinion Survey of School Climate variables • *School Climate Variables consistently in the 3rd Quartile (particular focus on reporting)*	• **Effective and rigorous Professional Development Plans are embedded in teacher practice throughout the school** • **Transparent procedures for giving and receiving professional feedback that installs a sense of trust in each other** • **Strategic Plan and Leadership Meetings that monitor Key Improvement Strategies and Targets as set within Annual Planners**

Strategic Plan Goals

Student Achievement:

To improve the student learning growth of all students with a focus on English (Writing) & Mathematics (Number & Problem Solving).

Student Engagement:

To improve the engagement of every student.

Student Wellbeing:

To have every student thriving in a safe and stimulating learning environment.

Productivity:

To maximise school resources (human, financial, time, space and materials) to enable optimum implementation of school goals and priorities.

		Key Improvement Strategies	Actions (Main)	Achievement Milestones (Targets)
Student Achievement **To improve the student learning growth of all students with a focus on English (Writing) & Mathematics (Number & Problem Solving).**	Year 1	- **Powerful teaching and learning practices in Mathematics (Number & Problem-solving) and English (Writing inclusive of Grammar and Punctuation) identified and implemented.** - **Whole school approach to the delivery of Mathematics and English (Writing inclusive of Grammar and Punctuation).** - **Improved assessment practices in Mathematics (Number & Problem-solving) / English (Writing inclusive of Grammar and Punctuation).** - **Student achievement goal, targets and key improvement strategies are shared with the school community.**	**Student Achievement:** ***Using AMSI Consultant Michael O'Connor:*** - Professional Learning of Australian Curriculum – Mathematics - Revise assessment practices in Mathematics and develop new Program Planners in Mathematics - Implementation of Australian Curriculum – Mathematics (Number & Problem-solving) - New Program Planners in Mathematics (Number & Problem-solving - Development of PDP SMART goals (PLT based in number) & Team targets set in Mathematics (Number) - Rigour and high standards will be set for student performance in Mathematics - Student achievement goal, targets and improvement strategies are shared with the school community	Evident improvement in Student Performance in Number (Teacher Judgement – Australian Curriculum): - ***Student Achievement trending towards 30% performing beyond the expected level (6 months +) in Number*** Trend Improvement in Student Performance in Number & Writing (NAPLAN – Relative High Growth / Proportion of students in top 2 Bands): - ***Trending towards 50% of students achieving Medium Growth in Number*** - ***Trending towards 30% of students achieving High-Growth in Number*** Trend improvement in Staff Opinion Survey School Climate variables: - ***School Climate Variables consistently above All School Means and trending towards the 67% Percentile*** Trend improvement in Parent Opinion Survey of School Climate variables: - ***School Climate Variables trending towards the 3rd Quartile*** Trend improvement in Student Attitude to School Teaching & Learning variables: - ***Teaching & Learning Variables trending towards the 3rd Quartile (particularly Learning Confidence and Stimulating Learning)***

		Key Improvement Strategies	Actions (Main)	Achievement Milestones (Targets)
Student Achievement **To improve the student learning growth of all students with a focus on English (Writing) & Mathematics (Number & Problem Solving).**	Year 2	Consolidating goal and key improvement strategies from Year 1 with a further focus on; - Writing - Consolidating powerful teaching and learning practices in Mathematics	To be reviewed and developed at the completion of Year 1.	To be reviewed and developed at the completion of Year 1.
Student Achievement **To improve the student learning growth of all students with a focus on English (Writing) & Mathematics (Number & Problem Solving).**	Year 3	Consolidating goal and key improvement strategies from Year 2 with a focus on continual improvement.	To be reviewed and developed at the completion of Year 2.	To be reviewed and developed at the completion of Year 2.
Student Achievement **To improve the student learning growth of all students with a focus on English (Writing) & Mathematics (Number & Problem Solving).**	Year 4	Consolidating goal and key improvement strategies from Year 3 with a focus on continual improvement.	To be reviewed and developed at the completion of Year 3.	To be reviewed and developed at the completion of Year 3.

		Key Improvement Strategies	Actions (Main)	Achievement Milestones (Targets)
Student Engagement: **To improve the engagement of every student.**	**Year 1**	**Teacher Capacity:** • **Learning Intent – *Why am I learning………* to be embedded in all teachers' practice** • **Feedback via Success Criteria – *How will I know that I have been successful?* to be a feature of all classrooms** • **Powerful teaching practices in Numeracy and Writing identified and implemented via Peer Observations** **Student Capacity:** • **Development of a student voice to build confidence and to monitor their own learning (student/teacher feedback)** **Learning Tasks:** • **Use of an integrated approach (Throughlines) to promote learning confidence and stimulated learning.** • **Student engagement goal, targets and key improvement strategies are shared with the school community**	• PD on explicit teacher delivery of Learning Intent – Why we are learning……… • Develop PDP SMART goals (PLT based in Learning Intent) • Conduct staff professional learning in Peer Observation • PD on powerful teaching and learning practices in Mathematics • Conduct a full audit of our integrated units of study relating to the Australian Curriculum • Undertake a review of our homework policy to ensure that all stakeholders (staff, students, parents) are clear on the school guidelines • Promote school approach to homework • Student engagement goal, targets and improvement strategies are shared with the school community	Trend improvements in Student Attitude to School Survey variables of Teaching & Learning and Student Relationships: • ***Teaching & Learning Variables trending towards the 3rd Quartile (particularly Learning Confidence and Stimulating Learning)*** Trend improvement in Staff Opinion Survey School Climate variables: • ***School Climate Variables consistently above All School Means trending towards the 67% Percentile*** Trend improvement in Parent Opinion Survey of School Climate variables: ***School Climate and Student Behaviour Variables trending towards the 3rd Quartile (particular focus on homework)***

		Key Improvement Strategies	Actions (Main)	Achievement Milestones (Targets)
Student Engagement: **To improve the engagement of every student.**	Year 2	**Consolidating goal and key improvement strategies from Year 1 with a further focus on;** **- Teacher Capacity** **- Student capacity** **- Learning Tasks**	To be reviewed and developed at the completion of Year 1.	To be reviewed and developed at the completion of Year 1.
Student Engagement: **To improve the engagement of every student.**	Year 3	**Consolidating goal and key improvement strategies from Year 2 with a focus on continual improvement.**	To be reviewed and developed at the completion of Year 2.	To be reviewed and developed at the completion of Year 2.
Student Engagement: **To improve the engagement of every student.**	Year 4	**Consolidating goal and key improvement strategies from Year 3 with a focus on continual improvement.**	To be reviewed and developed at the completion of Year 3.	To be reviewed and developed at the completion of Year 3.

		Key Improvement Strategies	Actions (Main)	Achievement Milestones (Targets)
Student Well-Being: **To have every student thriving in a safe and stimulating learning environment.**	Year 1	• **Expanded student leadership across the school** • **Strengthening communication and partnerships with parents and the wider community** • **Student well-being goal, targets and key improvement strategies are shared with the school community**	• Identify leadership opportunities for students across the school • Use a variety of communications tools to inform parents of school practices • Review current practice and processes designed to reduce student absence / lateness and implement a revised plan • Student well-being goal, targets and improvement strategies are shared with the school community • Undertake a review of our student management policy to ensure that all stakeholders (staff, students, parents) are clear on the school guidelines • Undertake a review of our transition policy to ensure that all stakeholders (staff, students, parents) are clear on the school guidelines	Trend improvements in Student Attitude to School Survey variables of Student Well-Being and Student Relationships: • ***Student Well-being variables trending towards the 3rd Quartile (particular emphasis on student morale)*** • ***Student Relationship variables trending towards the 3rd Quartile (particular emphasis on classroom behaviour)*** Trend improvement in Staff Opinion Survey School Climate variables: • ***School Climate Variables trending towards All School Means with overall score trending towards the 67% Percentile*** Trend improvement in Parent Opinion Survey of School Climate variables: • ***School Climate and Student Behaviour Variables trending towards the 3rd Quartile (particular focus on transitions)*** Improved student attendance at all year levels: • ***Introduction of Late Passes*** • ***Introduction of Attendance Reports*** • ***All cohorts trending towards an average of 95% Attendance (10 Days per student per year)***

		Key Improvement Strategies	Actions (Main)	Achievement Milestones (Targets)
Student Well-Being: • **To have every student thriving in a safe and stimulating learning environment.**	Year 2	**Consolidating goal and key improvement strategies from Year 1 with a further focus on;** **- Student leadership** **- Communication and partnerships** **- Student well-being**	To be reviewed and developed at the completion of Year 1.	**To be reviewed and developed at the completion of Year 1.**
Student Well-Being: • **To have every student thriving in a safe and stimulating learning environment.**	Year 3	**Consolidating goal and key improvement strategies from Year 2 with a focus on continual improvement.**	To be reviewed and developed at the completion of Year 2.	**To be reviewed and developed at the completion of Year 2.**
Student Well-Being: • **To have every student thriving in a safe and stimulating learning environment.**	Year 4	**Consolidating goal and key improvement strategies from Year 3 with a focus on continual improvement.**	To be reviewed and developed at the completion of Year 3.	**To be reviewed and developed at the completion of Year 3.**

		Key Improvement Strategies	Actions (Main)	Achievement Milestones (Targets)
Productivity: - **To maximise school resources (human, financial, time, space and materials) to enable optimum implementation of school goals and priorities.**	Year 1	- **Effective and rigorous Professional Development Plans are embedded in teacher practice throughout the school** - **Transparent procedures for giving and receiving professional feedback that installs a sense of trust in each other** - **Strategic Plan and Leadership Meetings that monitor Key Improvement Strategies and Targets as set within Annual Planners**	PDPs: - Strategic Plan Team to attend Bastow Leadership Program: 'Creating a High Performance Learning Culture' - Develop calendar year PDP process that is inclusive of: 1. Explicit Guidelines 2. SMART Goals 3. Strategies 4. Evidence - Begin the process for targeted classroom observations PD: - Michael O'Connor (AMSI) engaged to support Mathematics Goals - Writing Consultant / Program identified for 2016 introduction - Identify routine duties that interfere with learning and teaching. - Minimise internal interruptions that impact on learning and teaching. - Annual review of the allocation of resources that impact on Student Learning outcomes, refining and implementing recommendations	Trend improvement in Staff Opinion Survey School Climate & Professional Learning variables - *School Climate Variables equal to All School Means with overall score trending towards the 67% Percentile (particular focus on trust in colleagues and shielding/buffering)* - *Professional Learning Variables equal to All School Means with overall score trending towards the 67% Percentile (particular focus on feedback)*

		Key Improvement Strategies	Actions (Main)	Achievement Milestones (Targets)
Productivity: • **To maximise school resources (human, financial, time, space and materials) to enable optimum implementation of school goals and priorities.**	Year 2	**Consolidating goal and key improvement strategies from Year 1 with a further focus on;** **- PDP process** **- professional, constructive and timely feedback (giving and receiving feedback)** **- Continuing to build a culture of 'trust' and 'honesty' amongst students, staff and parents at Sale Primary School**	To be reviewed and developed at the completion of Year 1.	**To be reviewed and developed at the completion of Year 1.**
Productivity: • **To maximise school resources (human, financial, time, space and materials) to enable optimum implementation of school goals and priorities.**	Year 3	**Consolidating goal and key improvement strategies from Year 2 with a focus on continual improvement.**	To be reviewed and developed at the completion of Year 2.	**To be reviewed and developed at the completion of Year 2.**
Productivity: • **To maximise school resources (human, financial, time, space and materials) to enable optimum implementation of school goals and priorities.**	Year 4	**Consolidating goal and key improvement strategies from Year 3 with a focus on continual improvement.**	To be reviewed and developed at the completion of Year 3.	**To be reviewed and developed at the completion of Year 3.**