

Queenscliff Primary School Strategic Plan 2017-2020

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Richard Buckingham	8/3/2017[name].....[date][name].....[date]
School council: Alex Giannuzzi	8/3/2017[name].....[date][name].....[date]
Delegate of the Secretary: Alan Davis	8/3/2017[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our school vision at Queenscliff Primary School is 'Learning for the Future'.</p> <p>We are strongly committed to provide students from all walks of life with an engaging, comprehensive and diverse primary education.</p> <p>We are committed to building Queenscliff Primary School into a rigorous, purposeful and viable learning community.</p>	<p>Queenscliff Primary School's values of Creativity, Collaboration, Communication, Curiosity and Compassion underpin everything we do at our school.</p> <p>Our school values work side by side with the You Can Do It pastoral care program which is in the beginning stages of implementation at Queenscliff Primary School.</p>	<p>Queenscliff Primary School is located in the town of Queenscliff, 105km south west of Melbourne.</p> <p>In 2016, Queenscliff Primary School had a total enrolment of 11 students which in 2017 has increased to 40 students. The school has made significant changes to its structures, programs and work-force and is currently operating in 3 small classes (P-2, 3/4 and 5/6). There are no indigenous, PSD or EAL students enrolled and the socio-economic background of students is categorised as medium. There has been a recent increase in community engagement and interest with the school.</p> <p>The school is proactive in the community and has established partnerships with several local organisations.</p> <p>During 2016 the school worked to improve outcomes in the core subjects of English and Mathematics and focussed on improving assessments related to these areas. The staff started to introduce an 'Inquiry Learning' approach to their teaching which is being assessed to measure its effectiveness.</p> <p>The school offers the full Victorian Curriculum including Japanese; Visual and Performing Arts, Science, Kitchen/garden and Physical Education. It is also accessed by the MARC service providing additional reading resources.</p> <p>The school vision 'Learning for the Future', has been re-established, along with the promotion of the values of 'Collaboration, Creativity, Curiosity, Communication and Compassion'.</p> <p>Queenscliff Primary School has recently had an 'out of cycle' school review and a change in school leadership, which has also impacted on the implementation of changes that were proposed for the school's previous strategic plan.</p> <p>The school staff have a commitment to improvement and have commenced building sound professional relationships with other school and has processes in place to ensure the resources of the school are effectively used to meet the identified needs of the students.</p>	<p>The strategic plan will focus on the areas of Excellence in Teaching and Learning, Curriculum Planning and Assessment, Building Practice Excellence, Positive Climate for Learning and Empowering Students and Building School Pride.</p> <p>Throughout the course of the strategic plan, the school will endeavour to reduce student absences, increase learning growth in literacy and numeracy and build upon student and parent engagement in the school. The school have a well-documented curriculum in literacy, numeracy, inquiry and all specialist subjects. The school will broaden its professional learning community with other schools and continuously work upon further increasing and sustaining enrolments across all year levels.</p> <p>It was determined in our out of rounds review that curriculum development, assessment practices and building teacher capacity were areas of need for the school. The school has experienced significant enrolment growth over the past 12 months and tis should continue to be driven through community engagement and building school pride amongst staff, students and families.</p> <p>Each year of the strategic plan, a curriculum area will be identified and focused upon for completion and implementation. Previous year foci will be revisited each year to ensure embedding has occurred. Literacy (reading) will be the first year focus, followed by literacy (writing), mathematics and finally STEAM. In the early stages of the strategic plan, future foci will be researched and trailed across various areas of the school.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)												
<p>To improve teaching and learning outcomes for all students with a focus on literacy, numeracy and STEAM so that all students make at least one year's growth for one year's learning.</p>	<p>Excellence in teaching and learning</p> <p>Curriculum planning and assessment</p> <p>Building practice excellence</p>	<p>Focus effort on improving student outcomes in the area of literacy and numeracy.</p> <p>Strengthen our working relationship with other schools to build instructional knowledge, planning and assessment practices</p> <p>Develop a sound understanding of assessment strategies for all learning areas and particularly for literacy and numeracy.</p> <p>Implement a whole school approach to the use of data and evidence to track the progress of every student to better inform planning and assessment</p> <p>Develop a deeper understanding of the requirements and expectations of the Victorian Curriculum, with a focus on STEAM.</p>	<p>Teacher judgment data to reflect all students achieving one year's growth in one year</p> <p><u>English online</u> – each year of the strategic plan, scaled mean score between</p> <ul style="list-style-type: none"> - F-2 Reading and viewing show growth of at least .5 or above - F-2 Speaking and listening of at least .5 or above - F-2 Writing show growth of at least .5 or above <p><u>Maths online</u> – each year of the strategic plan the scaled mean score between</p> <ul style="list-style-type: none"> - F-2 Number and algebra show growth of at least .5 or above - F-2 Measurement and geometry show growth of at least .5 or above - F-2 Statistics and probability show growth of at least .5 or above <p>NAPLAN years 3-5 relative growth measures show to each year of the strategic plan</p> <table border="1" data-bbox="2092 877 2878 1087"> <thead> <tr> <th></th> <th>Low Equal to or less than %</th> <th>High Equal to greater than %</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25</td> <td>25</td> </tr> <tr> <td>Writing</td> <td>25</td> <td>25</td> </tr> <tr> <td>Numeracy</td> <td>25</td> <td>25</td> </tr> </tbody> </table> <p>We will set annual growth targets at each cohort level and for individual students (F-6) using triangulated data incorporating school based assessments and the Victorian Curriculum in English and Mathematics.</p>		Low Equal to or less than %	High Equal to greater than %	Reading	25	25	Writing	25	25	Numeracy	25	25
	Low Equal to or less than %	High Equal to greater than %													
Reading	25	25													
Writing	25	25													
Numeracy	25	25													
<p>To increase student engagement with the school and each other within a positive climate for learning so that staff, students and parents feel valued, heard and respected.</p>	<p>Positive climate for learning</p> <p>Empowering students and building school pride.</p>	<p>Reduce the level of unexplained absenteeism.</p> <p>Implement a process for goal setting that is based on evidence and that sets achievable but challenging goals for each student.</p> <p>Further develop positive relationships across the school with staff, students and parents.</p> <p>Embed the school values and support the values into school practice and culture.</p> <p>Improve student engagement through a whole school STEAM approach to learning.</p>	<p>By the end of the strategic plan the average absence days be at or below State mean.</p> <p>Attitudes to school survey factors 'connectedness to peers' and 'teaching and learning' are scored at least at 4 or above on a 5 point scale over the life of the strategic plan (agree or strongly agree).</p> <p>By the end of the strategic plan there will be an improvement in scoring of questions related to teaching and learning in the school own parent and student surveys.</p>												



<p>Over the life of the strategic plan we will continue to provide a whole school community focus on building positive relationships and resilience underpinned by the school values so that wellbeing will be enhanced.</p>	<p>Positive climate for learning</p> <p>Empowering students and building school pride.</p>	<p>Further develop positive relationships across the school with staff, students and parents</p> <p>Embed the school values and support values into school practice and culture</p>	<p>Attitudes to school factors 'student morale' and 'student distress' are scored at least 5 or above on a 7 point scale over the life of the strategic plan.</p> <p>Attitudes to school survey factor 'classroom behaviour' is scored at least 4 or above on a 5 point scale over the life of the strategic plan.</p>
--	--	---	--

