School Strategic Plan for California Gully PS 0123
2015 -2018

Purpose

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Early Childhood Development.

Legislative context

The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006 Section 2.3.24, subsection (1.)* The Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

Effective planning

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These includes:

- Engaging the whole school community in the development process
- Defining the school's vision, purpose and values
- Focusing on a 'desired future' for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes.
- Planning the implementation of each strategy, with clear allocation of resources, roles and responsibilities to the achievement of each step
- Identifying, in the form of milestones and targets, what success will look like when it has been achieved.

Endorsements

Endorsement by School Principal	Signed…………………………………. Name…………………………………. Date……………………………………
Endorsement by School Council	Signed…………………………………. Name…………………………………. Date…………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed…………………………………. Name…………………………………. Date……………………………………
Legislative context for endorsement Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order." Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.	

School Profile

Purpose	At California Gully Primary School we educate students to be lifelong learners and well informed and productive community members who are well prepared to become active, engaged and responsible citizens of the local and global community
	• provide students with the skills and knowledge to contend with a very dynamic 21st century in which creativity, cooperative work, resilience, connectedness to the world and adaptability are key features.
	• provide an engaging and inclusive school curriculum
	• communicate and model a school culture of high expectations
	• students must have high expectations of themselves to reach their potential
	• assist students to develop positive attitudes and acquire skills that will equip them for their future.
	• provide a supportive and stimulating school environment where each child is encouraged to reach his/her potential.

Values	The school values of Respect, Care and Personal Best sit at the centre of our work, and when the school community's actions reflect these values we have the greatest chance to succeed
	<table><tr><td>Respect</td><td>Personal Best</td><td>Care</td></tr><tr><td>**Is** being accepting of all and acknowledging the rights of ourselves and others.</td><td>**Is** striving to reach my potential in all aspects of school life.</td><td>**Is** looking after the wellbeing of the members of our school community.</td></tr><tr><td>**It involves/requires:**</td><td>**It involves/requires:**</td><td>**It involves/requires:**</td></tr><tr><td>Trust Equality Honesty Self-worth Diversity</td><td>Achieving Potential Growth Persistence Self -discipline</td><td>Safety Support Community Collaboration Inclusiveness</td></tr><tr><td>**It happens when:** I am polite, honest and respectful I get along with other people I am tolerant and considerate of other people I cooperate with teachers and students I look after my belongings and our school I am accepting of others and their differences</td><td>**It happens when:** I complete all activities to the best of my ability I take responsibility for my own learning I am an organised learner I persevere to achieve my goals I take risks in order to succeed I challenge myself to do better</td><td>**It happens when:** I know where to go for help I feel safe at school I feel I like I belong I am happy at school I am able to help others in need I know where to go to for help</td></tr></table>

Environmental Context	California Gully Primary School is situated in Staley Street, California Gully, and is geographically between Bendigo and Eaglehawk. Our 2015 enrolment is 134 students and projections suggest our enrolment will drop slightly during this strategic period. Our school staff profile consists of: 6 classroom teachers and specialist teachers working in the areas of ICT, music, library and language program. A Well-being Officer is employed for three days week. The wellbeing of students and the relationships which exist between students, staff and parents is paramount and healthy relationships are the foundation for social, emotional and academic growth. California Gully Primary School is involved in a number initiatives focused on healthy minds and bodies and is working towards becoming recognised as a member of the Victorian Prevention and Health Promotion Achievement Program. For three years California Gully Primary School has implemented the Kids Matter initiative supporting the wellbeing of all children and strengthening connections with families. California Gully Primary School is community minded and provides families with after school care facilities, an Active After School Sports Program and a Playgroup program. The school aims to build the capacity of all students to achieve their personal best and expectations are high but realistic for all students. The school curriculum is developed and implemented using the AusVELS, is well documented and is reviewed and updated to be line with DEECD requirements. California Gully Primary School prides itself on a strong literacy and numeracy program and continues to strive for ongoing improvement in these key areas whilst maintaining an effective curriculum program that covers all subject areas. All classrooms are fitted with interactive whiteboards. Netbooks are provided for all children in grades 3 to 6 and ensures our ratio of computers to students is greater than the State average. The school has a strong Performance and Development Culture (P&D Culture). Professional Learning Teams (PLTs) are improving the capacity of all teachers to use a range of assessment data when planning for the learning needs of all students. The provision of a literacy and numeracy consultant working with staff over the past two years has also contributed to this improvement although the work of improving instructional practice is seen as ongoing. The school is currently benefitting from funding provided through the Primary Mathematics and Science Initiative which has allowed us to release two teachers to take on a coaching/mentoring role. The school facilities and grounds are diverse and cater for the many needs of our students. There is a large multipurpose shed which caters for sporting activities, incursions and assemblies. The sporting field has a synthetic surface and provides the children with a large sporting recreational area. The school has a bush area which allows children to engage with the environment and also incorporates a vegetable garden and chicken pen. A 5 year facilities refurbishment plan is in place and during this time funds will be allocated to upgrade or enhance the facilities and grounds.

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 and policy development and review. - The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. - All students will receive instruction that is adapted to their learning needs. - The school provides a safe and stimulating learning environment to ensure all students can reach their personal best. - All students will receive instruction that is adapted to their individual needs and will be provided timely and targeted feedback by classroom teachers. - The school will respond to all communication by parents and caregivers via school newsletter, communication diary and forms of social media. - Staff will be available and approachable to families - Parents will be engaged regularly when their child does not behave in an acceptable manner and students will play an active part in the development and review of the school's behavior policies

Strategic Direction

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.	**To improve the learning growth and achievement of every student in literacy and numeracy.**	Increasing the percentage of students achieving above the AusVELS expected levels at Years 1 through to 6 during each year of the Strategic Plan	KIS 1: Embed a consistent whole school approach to teaching based on the accurate assessment of student ability and the delivery of a differentiated curriculum that addresses the learning

			needs of all students.
While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.		Yearly increase in the percentage of students achieving medium and high NAPLAN Relative Growth across all English Dimensions and Numeracy.	KIS 2: Build quality teacher practice through structured learning, coaching, peer observation, feedback and reflection.
Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	**To improve the engagement and motivation of every student.**	By 2018 all Teaching and Learning Factors on the Student Attitudes to School Survey will be at or above the 4th quartile. By 2018 student absent rates will be reduced from 16 days to 13 days (per student)	KIS 3: Plan, document and implement coordinated strategies to engage students and parents as partners in learning. KIS 4: Review, develop and implement strategies to improve attendance.
Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.	**To foster a cohesive school community that supports and enhances the wellbeing of every student.**	*By 2018 the following Student Attitudes to School Survey variables will be at or above: School Connectedness 4.65, Student Safety 4.55 and Connectedness to Peers 4.40* By 2018 the following Parent Opinion Survey variables will be at or above the primary schools mean scores: Student	KIS 5: Embed a whole school approach to student wellbeing that includes strategies focused on strengthening home-school connections and the promotion of positive community relationships.

		Behaviour; Student Safety; School Connectedness and Social Skills	
Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.	**To maximise the use of resources available to the school to achieve the best possible outcomes for students.**	Staff expertise is prioritised to learning improvement areas to maximise student learning outcomes across the school. The 'overall score' in the Staff Opinion Survey variable of professional growth and professional learning is at or above the primary schools mean scores Parent Opinion Survey variables of school improvement and school climate are at or above the primary school mean score Student achievement data (as outlined above in the Student Achievement section) is used to measure the success of the allocation of resources	KIS 6: Manage and align the allocation of resources according to priorities determined in the school strategic plan

School Strategic Plan 2015- 2018: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.

Key Improvement Strategies		Actions	Achievement Milestone
		Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
Achievement Embed a consistent whole school approach to teaching based on the accurate assessment of student ability and the delivery of a differentiated curriculum that addresses the learning needs of all students. Build quality teacher practice through structured learning, coaching, peer observation, feedback and reflection.	Year 1	- Investigate and implement electronic method to track and monitor student achievement - Increase the frequency of moderation practice within our units - Develop a whole school focus on explicit instruction in writing - Develop a sustainable numeracy program - Develop meeting structures, protocols and expectations for each group and team meetings - Review agreed protocols for peer observation, coaching and reflection - Develop an agreed protocol for identifying students who show potential for higher achievement and trial short term learning plans - Continue to review whole school curriculum planning documents	- Electronic Tool is used to track and monitor student achievement - Learning growth is measured and documented by a range of assessment strategies to provide consistent judgements by all teachers - The teaching and learning components of meetings have or specify targeted actions or outcomes - Protocols are in place and students are identified to participate in short term learning plan trials - Planning documents and resources are organised to sustain programs beyond 2015

Year 2	• Fine tune the use of the Student Management System • Implement a whole school focus on explicit instruction in writing • Extend moderation practice across the teaching levels • Review protocols for identifying students who show potential for higher achievement and review short term learning plans • Embed peer observation and coaching • Continue to review whole school curriculum planning documents	• Whole school writing plan is used by all teachers for planning and instruction. • Protocols are established and short term learning plans are in place across Prep to 6 • Positive movement of student data for identified students on short term learning plans • Peer observations are embedded in school practice to inform teaching
Year 3	• Extend moderation practice beyond teaching levels • Continue to review whole school curriculum planning documents • Identify students who show potential for higher achievement and create short term learning plans	• All Curriculum planning documents will reflect the staggered introduction of the AusVELS Domains and General Capabilities. • Positive movement of student data for those students identified and on short term learning plans • Positive movement in student data in writing
Year 4	• Evaluate the impact of peer observation and coaching • Evaluate the whole school focus on explicit instruction in writing • Audit the effectiveness of the whole school curriculum documents	• Documented evaluation of the impact of peer observation and coaching • Documented evaluation on the whole school writing plan with recommendations for future strategic planning • Documented evaluation of all school curriculum documentation with recommendations for future strategic planning

Engagement	Year 1	▪ Develop and document a student-family induction package to be used by all teachers when welcoming new students into the school throughout the year. ▪ Build opportunities for enhanced student voice by seeking feedback from students about their learning. ▪ Review the whole school transition program and document the process to be implemented in year one. ▪ Trial and evaluate student management system that will identify students who are regularly away and those who are constant latecomers. ▪ Review and update the attendance policy based on the departments 2014 guidelines. ▪ Differentiate between the small percentage of students/families with extremely high absenteeism and the majority of the schools absenteeism rates.	▪ Teachers are using the induction program with new students. ▪ Future planning by teachers is influenced by student feedback. ▪ The whole school transition process took place by the end of 2015. ▪ Staff are familiar with the features of the student management system and competent with its use. ▪ Staff are enacting the updated attendance policy. ▪ Attendance action plans are in place for students with high absenteeism. ▪ Student Management system is being used by all teachers monitor and act on attendance issues
Plan, document and implement coordinated strategies to engage students and parents as partners in learning. Review, develop and implement strategies to improve attendance.			
	Year 2	▪ Review and refine the Whole School Transition program. ▪ Review and refine the induction package. ▪ Continue to develop opportunities for enhanced student voice. ▪ Support families that are identified as having high absenteeism by providing attendance action plans	▪ The 2016 Transition program reflects findings of the review. ▪ The 2016 Induction package reflects the review ▪ The school guidelines to monitor and follow up high absenteeism are consistently followed by all staff
	Year 3	▪ Review and update the attendance policy based on the departments 2014 guidelines. ▪ Fine tune the Whole School Transition program. ▪ Fine tune the induction package.	▪ Attendance policy is updated to reflect changing needs of the school ▪ Parents respond positively to the Whole-school Transition program and Induction package

	Year 4	• Formal evaluation and review of the Induction Package. • Formal evaluation and review of the Whole School Transition Program.. • Formal evaluation and review of the Attendance Policy. • Analyse attendance data for the targeted families with high absenteeism.	• Documented evaluation and measurement of the effectiveness of the Whole-school Transition Program and recommendations for future strategic planning. • Documented evaluation and measurement of the effectiveness of the Induction Program and recommendations for future strategic planning. • Documented evaluation and measurement of the effectiveness of the processes and programs targeted at families with high absenteeism. Recommendations for future strategic planning made.
Wellbeing Embed a whole school approach to student wellbeing that includes strategies that focus on strengthening home-school connections and the promotion of positive community relationships.	**Year 1**	• Continue to embed the first three modules of the Kids Matter Framework and introduce the fourth module. • Ensure the induction program for new teachers includes clear expectations regarding the process and protocols associated with restorative practice and student management. • Look for new ways of connecting with families to forge closer links with class programs and school initiatives.	• Classroom programs reflect the philosophy of the Kids Matter Framework. • Teachers are using the language of Restorative Practice with student management. • A plan of action for finding new ways of connecting with families will have been documented.
	Year 2	• Review and refine the Student engagement and Wellbeing Policy. • Revise The Kids Matter Framework. • Implement the Plan of Action for connecting with families.	• The Kids Matter Framework is reflected in the actions and planning undertaken for student wellbeing and the development of positive community relationships • Families are supportive of the Plan of

			Action implemented to connect with families
	Year 3	▪ Continue to implement the Plan of Action for connecting with families. ▪ Revise The Kids Matter Framework. ▪ Review the induction program of new teachers with a particular focus on student management	▪ A larger percentage of families are connecting with the school through various activities and programs provided by the school ▪ Staff are supportive of the induction program for teachers
	Year 4	▪ Formal evaluation and review of the Induction program. ▪ Formal evaluation and review of the Kids Matter Framework. ▪ Formal evaluation and review of the Plan of Action for connecting with families.	▪ Documented evaluation and measurement of the effectiveness of the Induction Program for Teachers and recommendations for future strategic planning. ▪ Further improvement in the Parent Opinion Survey results on student safety and connectedness to school ▪ Documented evaluation and measurement of the effectiveness of the Plan of Action for connecting with families and recommendations for future strategic planning
Productivity Manage and align the allocation of resources according to priorities determined in the school strategic plan	Year 1	• 2015 Performance and Development Plans are aligned to the priorities identified in the Strategic Plan. • Identify staff and parents to become part of the 'Community Relations Team' (CRT) • At the end of each year student achievement data is analysed to identify areas of strength	• Staff goals focused on student outcomes have direct links to the AIP. • CRT lead the development of a 'School Community Plan' to enhance the school's profile and strengthen enrolment numbers • Resourcing allocation and AIP to reflect needs of students, professional learning needs and levels of funding

		and weakness and the impact this has had on school priorities	annually.
	Year 2	• Performance and Development Plans are aligned to the priorities identified in the Strategic Plan	• Resource allocation and AIP to reflect needs of students, professional learning needs and levels of funding annually.
		• Review the actions and outcomes of the CRT and the impact on parent perceptions of school improvement and climate	• CRT establish new goals based the outcome of the review and action them.
		• Plan the whole-school professional development program to align with the AIP.	• Key staff to provide leadership and facilitate coaching/peer learning.
	Year 3	• Continue to address the professional learning needs of particular teams or individuals through the professional development plan and set targets for improvement.	• Professional development needs of all staff are assessed annually and targets established in each staff members P&D plan.
		• CRT continues to identify and utilise the support and resources of community groups and organisations.	• Grants and experts in particular fields are sourced and used to support school priorities.
	Year 4	• Performance and Development Plans are aligned to the priorities identified in the Strategic Plan	• The 'overall score' in the Staff Opinion Survey variables of professional growth and professional learning is at or above all primary schools mean scores
		• Review the actions and outcomes of the CRT and the impact on parent perceptions of school improvement and climate	• Parent Opinion Survey variables of school improvement and school climate are at or above the primary school mean score
		• Evaluate the success of the allocation of resources to priorities areas based on the student achievement data	• Student achievement data (as outlined above in the Student Achievement section) is used to measure the success of the allocation of resources