



Department of  
Education & Training

School Strategic Plan  
Ferntree Gully North Primary School  
School Number 4718  
2016 - 2019

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed</p> <p>Name     Cory Pearce</p> <p>Date</p>
<p>Endorsement by School Council</p>	<p>Signed</p> <p>Name     Meagan Baker</p> <p>Date</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed</p> <p>Name</p> <p>Date</p>

## School Profile

<b>Purpose</b>	
	<p>The identification of who we are and how we work with families has been formed over many years and has adapted with changing social dynamics and changing student populations and hopes for the future but at the core has remained unchanged – to create lifelong learners who can meet the challenges of an unknown future with confidence and lead the Ferntree Gully and Australian communities.</p> <p>Parenting is a complicated and weighty responsibility and our school and staff are here to assist families with the job of educating their children. We aim to work alongside families and provide the specialised literacy and numeracy skill development required for children to keep their future and possibilities as open as possible.</p> <p>We operate from a Constructivist view of student learning which promotes that all new learning builds upon previous knowledge and understandings. We encourage and utilise children’s experiences as a context for needing to learn and also for retaining and reinforcing new knowledge, skills and strategies.</p> <p>With our junior students (Prep – Year2) this involves providing them with access to specific experiences that are then used to contextualise formal literacy and numeracy skills.</p> <p>With our older students (Years 3 – Year 6) we work with them to scaffold their personal experiences of the world to contextualise their formal literacy and numeracy skill development.</p>
<b>Values</b>	
	<p>We strive to help parents create inquisitive, self-motivated, self-determining, self-monitoring and reflective young people who have the necessary baseline skills in Literacy, Numeracy and interpersonal awareness that means their future is as open as it can be. Seizing opportunities takes courage, both in yourself and in your abilities, and our work with students and families helps to instill this confidence.</p>
<b>Environmental Context</b>	
	<p>We are conscious that schools offer students a miniature version of the world and a place to learn about themselves, to learn things that will help them in the future and to learn about other people and the complexities of social interaction.</p> <p>We see the role of our school and our teachers as much bigger than to just teach times tables or spelling or things that are reflected in standardised testing. In our eyes it is to assist families to help educate their children by providing the specialised support that parents may not possess to progress formalised literacy and numeracy skill development.</p> <p>We do not hold all of the answers to all of the questions and as such assist students and families by promoting the connection of ideas and initiative through providing the scaffolding of the knowledge and skills that will lead to success and achievement – with the end goal in mind that students are able to do this in an increasingly independent way next time and in to their future.</p>

## Strategic Direction

Achievement		Key improvement strategies																																							
<b>Goals</b>	To improve student achievement in Literacy and Numeracy through improved teaching and assessment practices.	<p>To develop and embed a whole school approach to the use of data and evidence to better track student progress and inform teaching and learning in both Literacy and Numeracy.</p> <p>To develop, implement and review a whole school approach to Numeracy and Literacy which supports and extends all students.</p>																																							
<b>Targets</b>	<p><b>Student NAPLAN Relative Growth Data in all areas will show a reduction in the percentage of students who are making Low Growth and an increase in the percentage making High Growth.</b></p> <p><u>Baseline - 2014 Growth Data</u></p> <table border="1"> <thead> <tr> <th></th> <th>Spelling</th> <th>Writing</th> <th>Reading</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>L</td> <td>28.6</td> <td>25.7</td> <td>28.2</td> <td>38.5</td> </tr> <tr> <td>M</td> <td>54.3</td> <td>54.3</td> <td>53.8</td> <td>38.5</td> </tr> <tr> <td>H</td> <td>17.1</td> <td>20</td> <td>17.9</td> <td>23.1</td> </tr> </tbody> </table> <p><b>Target Growth by 2018</b></p> <table border="1"> <thead> <tr> <th></th> <th>Spelling</th> <th>Writing</th> <th>Reading</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>L</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> </tr> <tr> <td>M</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> <tr> <td>H</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> </tbody> </table>			Spelling	Writing	Reading	Numeracy	L	28.6	25.7	28.2	38.5	M	54.3	54.3	53.8	38.5	H	17.1	20	17.9	23.1		Spelling	Writing	Reading	Numeracy	L	20	20	20	20	M	50	50	50	50	H	30	30	30
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	<p><b>Increase the percentage of students in Years 1-3 making 1 year growth in the areas of Number, Reading and Writing so that <u>all areas are above 85%</u>.</b></p> <p>Baseline Data (2013 December – 2014 December)</p> <table border="1" data-bbox="692 480 1386 632"> <thead> <tr> <th></th> <th>Number</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Yr. 1</td> <td>80%</td> <td>94%</td> <td>63%</td> </tr> <tr> <td>Yr. 2</td> <td>86%</td> <td>81%</td> <td>86%</td> </tr> <tr> <td>Yr. 3</td> <td>60%</td> <td>63%</td> <td>68%</td> </tr> </tbody> </table>		Number	Reading	Writing	Yr. 1	80%	94%	63%	Yr. 2	86%	81%	86%	Yr. 3	60%	63%	68%	
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<p><b>Theory of action (optional)</b></p>	<p>The rationale behind this improvement focus is that student achievement in all areas of Literacy and Numeracy can be improved by examining and refining models of instruction, particularly in relation to assessment processes and practices.</p>																	
	<p><b>Actions</b></p>	<p><b>Success criteria</b></p>																
<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Review of whole school Mathematics program and clarification of whole school approach</li> <li>• Increase staff data literacy</li> <li>• Improve student data tracking and assessment schedule in Mathematics</li> <li>• Increase cross level moderation in Writing</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Review and clarification of a whole school direction in the teaching of Mathematics</li> <li>• Increased use of data and moderation to inform teaching and assessment</li> </ul>																
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Review of Student Assessment Portfolios and their purpose/content</li> <li>• Review Literacy Assessment Schedule and</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have a common understanding of the way in which we teach Mathematics Reading and Writing</li> </ul>																

	<p><b>Reading and Writing Strategies</b></p> <ul style="list-style-type: none"> <li>• Review Year 3-6 Education Research Time (ERT) Scope and Sequence</li> <li>• Review whole school Spelling program</li> <li>• Continue implementation of agreed Mathematics teaching framework</li> <li>• Continue to increase staff data literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Continued increase in the use of data and moderation to inform teaching and assessment</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Implement any agreed changes to the reading and writing program</li> <li>• Maintain and continue growth established in Years 1 and 2</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Year of Self Evaluation and Review</li> </ul>	

Engagement		Key improvement strategies																									
<b>Goals</b>	To support student engagement, motivation, learning confidence and connectedness.	Improve students' experiences of in-school transition																									
<b>Targets</b>	<p><b>Improved</b> student data in the Attitudes to School Survey, administered to Year 3-6 students, in the areas of school connectedness, motivation, learning confidence and connectedness to peers. <b>Target is for each of these Factors to be above the Second Quartile.</b></p> <p>Baseline Data (Means from 2015)</p> <table border="1"> <thead> <tr> <th></th> <th>School Connectedness</th> <th>Motivation</th> <th>Learning Confidence</th> <th>Connectedness to Peers</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4.37</td> <td>4.57</td> <td>4.16</td> <td>4.19</td> </tr> <tr> <td>4</td> <td>4.40</td> <td>4.49</td> <td>4.25</td> <td>4.46</td> </tr> <tr> <td>5</td> <td>4.06 (1<sup>st</sup>)</td> <td>4.55 (3<sup>rd</sup>)</td> <td>3.76 (1<sup>st</sup>)</td> <td>3.93 (1<sup>st</sup>)</td> </tr> <tr> <td>6</td> <td>4.38 (2<sup>nd</sup>)</td> <td>4.76 (4<sup>th</sup>)</td> <td>4.10 (2<sup>nd</sup>)</td> <td>4.34 (3<sup>rd</sup>)</td> </tr> </tbody> </table>			School Connectedness	Motivation	Learning Confidence	Connectedness to Peers	3	4.37	4.57	4.16	4.19	4	4.40	4.49	4.25	4.46	5	4.06 (1 <sup>st</sup> )	4.55 (3 <sup>rd</sup> )	3.76 (1 <sup>st</sup> )	3.93 (1 <sup>st</sup> )	6	4.38 (2 <sup>nd</sup> )	4.76 (4 <sup>th</sup> )	4.10 (2 <sup>nd</sup> )	4.34 (3 <sup>rd</sup> )
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<b>Theory of action (optional)</b>	The rationale behind this improvement focus is that increasing students' experiences of transitions will support their connectedness to school.																										

	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Increase experiences of students with students and staff from other year levels Eg. Shared Investigation sessions, visits to Education Expos in other year levels, teacher swaps of classes during Literacy and numeracy week</li> <li>• Parent sessions in Term 3 about how to support your child in the transition from Year 2 to Year 3 and what to expect</li> <li>• Construction of outdoor learning spaces designed by students intended for self-directed play at recess and lunchtime that is consistent with in class experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Decreased anxiety amongst students and parents about the transition from Year 2 in to Year 3</li> <li>• Student engagement in the new play areas in the yard</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Review successful strategies and improve</li> </ul>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Review successful strategies and improve</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Year of Self Evaluation and Review</li> </ul>	

<b>Wellbeing</b>		<b>Key improvement strategies</b>														
<b>Goals</b>	To improve Wellbeing outcomes for all students to support learning and development	<p>Continue implementation of the 'Play Is the Way' philosophies, ensuring consistency throughout the school.</p> <p>Develop explicit whole school expectations of behaviour.</p> <p>Support increased parent involvement in student wellbeing practices.</p>														
<b>Targets</b>	<p><b>Improved</b> Attitudes to School Survey results for Classroom Behaviour and Safety in Years 3-6. Target is for each of these Factors to be above the Second Quartile.</p> <p>Baseline Data – Means from 2015 Attitude to School Surveys</p> <table border="1"> <thead> <tr> <th></th> <th>Classroom Behaviour</th> <th>Safety</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>2.75</td> <td>3.82</td> </tr> <tr> <td>Year 4</td> <td>2.92</td> <td>4.22</td> </tr> <tr> <td>Year 5</td> <td>2.53 (1<sup>st</sup>)</td> <td>3.88 (1<sup>st</sup>)</td> </tr> <tr> <td>Year 6</td> <td>2.71(1<sup>st</sup>)</td> <td>4.56 (3<sup>rd</sup>)</td> </tr> </tbody> </table> <p><b>Improved</b> Parent Opinion Survey results for Student Safety and Classroom Behaviour. Target is for each of these Factors to be above the Second Quartile.</p>			Classroom Behaviour	Safety	Year 3	2.75	3.82	Year 4	2.92	4.22	Year 5	2.53 (1 <sup>st</sup> )	3.88 (1 <sup>st</sup> )	Year 6	2.71(1 <sup>st</sup> )
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<b>Theory of action (optional)</b>	Building Wellbeing supports will create confident, self-motivated learners of the future who have a sense of belonging and connection to each other and their community.					
	<b>Actions</b>	<b>Success criteria</b>				
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Whole school consistent behaviour expectations and manners focus in Term 1</li> <li>• Play Is the Way student, teacher and parent evaluation surveys</li> <li>• Play Is the Way parent session with Wilson McCaskill</li> <li>• Increased student role in yard and at Assembly specifically targeting reinforcing positive behaviour examples</li> </ul>	<ul style="list-style-type: none"> <li>• Common and clear behaviour expectations known and understood by all staff, students and families</li> <li>• Engagement of Wilson McCaskill to run a parent session (target of 50 families)</li> <li>• Presentations by students at Assembly articulating examples of productive and respectful behaviour that they have observed in the yard.</li> </ul>				
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Whole school consistent behaviour expectations and manners focus in Term 1</li> <li>• Play Is the Way student, teacher and parent evaluation surveys</li> <li>• Play Is the Way resources available to</li> </ul>	<ul style="list-style-type: none"> <li>• Common and clear behaviour expectations known and understood by all staff, students and families.</li> <li>• Engagement of families in the opening of the Library after school and with the offering of</li> </ul>				

	<ul style="list-style-type: none"> <li>parents and the community</li> <li>Library open after school for families to access and connect even further to school</li> <li></li> </ul>	Play Is the Way resources so they become more familiar with the philosophies. This will be reflected in the evaluation survey.
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Review successful strategies and improve</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Year of Self Evaluation and Review</li> </ul>	

<b>Productivity</b>		<b>Key improvement strategies</b>
<b>Goals</b>	To effectively utilise school resources to support the implementation of school priorities.	<p>To develop and implement strategic goals, improvement strategies and targets which form a clear model to support improved student achievement.</p> <p>To develop and consistently implement a structured induction program for all staff.</p>
<b>Targets</b>	<p>Effective management of school resources will mean that targets in other areas are met whilst the school will remain in a comfortable financial position (= surplus + improved student data)</p> <p>Measure of Staff Induction improvement evidenced by a more thorough and regimented system of induction through an internal survey of new staff. Baseline data to be established.</p>	
<b>Theory of action (optional)</b>	The efficient and effective management of school resources is critical to providing high quality learning opportunities for all students.	
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Staff Meeting schedule restructured to allow time for focus on strategic goals</li> <li>• Set up of an ICT Mini Lab with desktop PCs to enable mass teaching</li> <li>• Specific staffing roles created to fast track school development in Mathematics program review and to build staff data literacy and use</li> <li>• Development of an improved Staff Induction process with input from staff who have</li> </ul>	<p>Improvements in student learning will indicate success in the management of resources. Specifically:</p> <ul style="list-style-type: none"> <li>• The roles of Student Data Management and Maths Review and Coordination will have led to improvements in student achievement data.</li> <li>• Improved Staff Induction processes will mean all staff will feel better connected to</li> </ul>

	<p>recently joined the school</p> <ul style="list-style-type: none"> <li>• Creation of a clear line of sight between SSP right down to a Staff meeting and decision making level</li> </ul>	<p>the school and comfortable in their role.</p> <ul style="list-style-type: none"> <li>• Decision making processes and meetings will more clearly be linked to the SSP.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Evaluate and further refine school induction processes for new staff</li> <li>• Review Year 1 action impacts and school needs</li> </ul>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Review successful strategies and improve</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Year of Self Evaluation and Review</li> </ul>	