

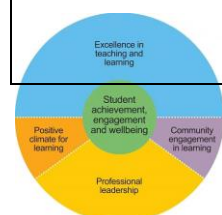
Skipton Primary School

Strategic Plan 2017-2020

Endorsement Principal: Calvin Tromp - 21/04/2017 School council: Les Meek- 21/04/2017 Delegate of the Secretary: Tony Fowler 26/04/2017	Re-Endorsement (if a Goal, KIS or Target is changed)[name] [date][name] [date][name] [date]	Re-endorsement (if a Goal, KIS or Target is changed)[name] [date][name] [date][name] [date]
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School vision	School values	Context and challenges	Intent, rationale and focus
Skipton's vision is for our students to become successful learners, confident and creative individuals, and active and informed citizens.	<ul style="list-style-type: none"> ✓ Working and learning together, respecting and supporting each other in a productive and caring environment. ✓ Our commitment is to the safety and wellbeing of our students. ✓ Seeking to ensure that all students have the opportunity to reach their potential. ✓ Instilling our four core values of: <ul style="list-style-type: none"> ○ Leading and Achieving ○ Being responsible ○ Being respectful and caring ○ Being healthy. 	<p>The school has experienced a period of growth in both enrolments and student achievement over the life of the last Strategic Plan. Enrolments grew from around 70 in 2013 to 104 in 2017. The 2016 School Peer Review Report indicated strong performance across all data sets, particularly with respect to the narrowing of the achievement gap. Survey data reflects a strong organisational climate, a student body that feel safe, connected to each other and their school, and enjoy coming to school, and a parent group that have confidence in the school and the adults in it.</p> <p>The challenge over the next four years is to maintain the strong performance achieved in the previous four years, as well as to achieve high learning growth for all students.</p> <p>The school will build on established community links that are in place, particularly the culture of parent involvement and school engagement in the Skipton and Ballarat communities.</p>	<p>The overall intent will be to enact the school's vision for each student. We would wish every child to experience success, confidence, and creativity and become active and informed about their community and their place in it.</p> <p>After consideration of the school's performance over the past four years and the factors that enabled or inhibited its progress, four initiative areas were proposed by the panel as considerations for the next Strategic Plan.</p> <ul style="list-style-type: none"> • Building Practice Excellence • Curriculum planning & assessment • Intellectual engagement and self-awareness • Empowering students and building school pride. <p>To do this the school needs to put into place a whole-school curriculum plan and consistency in how this is taught in each class. A culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement will be the focus.</p> <p>At the same time the school endeavours to increase student voice, that is, providing opportunities for students to influence their own learning as well as have input into decisions and directions the school takes. This is in order for students to take responsibility for their own learning and to become independent and self-regulating learners.</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)																																																		
To achieve high learning growth in literacy and numeracy for every student.	Excellence in teaching and learning Curriculum Planning and Assessment Building practice excellence	<p>To develop whole school consistency in instructional practices and processes including:</p> <ul style="list-style-type: none"> • an emphasis on positive and supportive relationship-based teaching to encapsulate the school's vision of success, confidence, creativity and activeness in our students • develop an agreed instructional model • develop a sequential curriculum plan that reflects the school's vision, priorities, values and pedagogical practices and identify essential learning skills required for each grade level. • document a whole school professional learning plan aligned to the SSP • develop common formative assessments tasks for PLT analysis and feedback to students • use of student cohort data in PLTs to develop pre-assessments that inform individual learning goals, planned teaching interventions and learning growth assessments • build leadership capacity to lead improvement • observation and feedback to teachers regarding agreed practices. 	<p>1. Improve relative growth in literacy and numeracy as measured by NAPLAN grade 3 to 5</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td rowspan="2">G&P</td> <td>2016</td> <td>18.2%</td> <td>36.4%</td> <td>45.5%</td> </tr> <tr> <td>Target</td> <td>10%</td> <td>40%</td> <td>50%</td> </tr> <tr> <td rowspan="2">Numeracy</td> <td>2016</td> <td>0%</td> <td>54.5%</td> <td>45.5%</td> </tr> <tr> <td>Target</td> <td>0%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td rowspan="2">Reading</td> <td>2016</td> <td>9.1%</td> <td>45.5%</td> <td>45.5%</td> </tr> <tr> <td>Target</td> <td>5%</td> <td>45%</td> <td>50%</td> </tr> <tr> <td rowspan="2">Spelling</td> <td>2016</td> <td>18.2%</td> <td>36.4%</td> <td>45.5%</td> </tr> <tr> <td>Target</td> <td>10%</td> <td>40%</td> <td>50%</td> </tr> <tr> <td rowspan="2">Writing</td> <td>2016</td> <td>9.1%</td> <td>45.5%</td> <td>45.5%</td> </tr> <tr> <td>Target</td> <td>5%</td> <td>45%</td> <td>50%</td> </tr> </tbody> </table>			Low	Medium	High	G&P	2016	18.2%	36.4%	45.5%	Target	10%	40%	50%	Numeracy	2016	0%	54.5%	45.5%	Target	0%	50%	50%	Reading	2016	9.1%	45.5%	45.5%	Target	5%	45%	50%	Spelling	2016	18.2%	36.4%	45.5%	Target	10%	40%	50%	Writing	2016	9.1%	45.5%	45.5%	Target	5%	45%	50%
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2. To increase the percentage of students in the top two bands in NAPLAN

		Year 3	Year 5
G&P	2016	58.8%	36.4%
	Target	60%	40%
Numeracy	2016	35.3%	36.4%
	Target	40%	40%
Reading	2016	53%	36.4%
	Target	60%	40%
Spelling	2016	58.8%	36.4%
	Target	60%	40%
Writing	2016	76.5%	36.4%
	Target	80%	40%

3. To increase the percentage of students achieving the highest levels of achievement according to Teacher Judgements (A&B)

		P-6
Reading & viewing	2016	62%
	Target	70%
Speaking & listening	2016	33%
	Target	40%
Writing	2016	47%
	Target	55%
Measurement & geometry	2016	28%
	Target	40%
Number & algebra	2016	40%
	Target	50%
Statistics & probability	2016	18%
	Target	30%
Science as a human endeavor	2016	15%
	Target	30%
Science inquiry skills	2016	13%
	Target	25%
Science understanding	2016	20%
	Target	25%



			<p>4. To increase Staff opinion survey results in the following components:</p> <table border="1"> <thead> <tr> <th>Component percentage endorsement - climate</th> <th>2016</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Academic emphasis</td> <td>84.4%</td> <td>90%</td> </tr> <tr> <td>Teacher collaboration</td> <td>65%</td> <td>88%</td> </tr> <tr> <td>Collective focus on student learning</td> <td>85%</td> <td>90%</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>80%</td> <td>90%</td> </tr> <tr> <td>Guaranteed & viable curriculum</td> <td>75%</td> <td>85%</td> </tr> </tbody> </table> <p>5. Improved rating from 'evolving' to 'embedding' of teaching practices and curriculum and assessment processes against the FISO continuum.</p>	Component percentage endorsement - climate	2016	Target	Academic emphasis	84.4%	90%	Teacher collaboration	65%	88%	Collective focus on student learning	85%	90%	Staff trust in colleagues	80%	90%	Guaranteed & viable curriculum	75%	85%
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Increase student voice, engagement and motivation	<p>Positive climate for learning Empowering students and building school pride. Intellectual Engagement and Self Awareness</p>	<p>To increase students' choice and self-determination in their learning by:</p> <ul style="list-style-type: none"> increasing the frequency of high-impact teaching strategies such as questioning, explicit teaching to learning intentions, assessment criteria and a common lesson structure. collecting rigorous formal and informal evidence of learning to target teaching planning for challenging learning tasks for all students, particularly high achieving students, that engage students in higher order thinking, problem solving and self-directed inquiry development of assessment rubrics and proficiency scales that are accessible for teachers and students to inform planning and evaluate learning growth track and report student learning growth as well as achievement Develop the metacognitive language of assessment and engage students in peer and self-assessment.
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To increase Staff opinion survey results in the following components:		
Component percentage endorsement - climate	2016	Target
Collective efficacy	91%	95%
Teacher collaboration	65%	88%
Collective focus on student learning	85%	90%
Staff trust in colleagues	80%	90%
Guaranteed & viable curriculum	75%	85%
Reduce the number of student absences as follows:		
Level	2016	Target
Prep	10.96	8
1	8.95	8
2	10.08	8
3	12.15	10
4	11.10	9
5	10.86	9
6	7.55	7
P-6	10.48	8.5
Increase Parent Opinion Survey results in the following components:		
Component mean	2016	Target
Stimulating learning	5.99	6.1
Classroom behaviour	4.04	4.5



				Student motivation	6.04	6.2	
				School connectedness	5.82	6.0	

