

School Strategic Plan for Seville Primary School 2820 2016 - 2019



Seville Primary School
Growing and Learning Together

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: <u>Pat Hillas</u></p> <p>Date: <u>October 26th 2015</u></p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: <u>Mrs Tamna Bomford</u></p> <p>Date: <u>October 26th 2015</u></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.....<u>MR. ROBGAT STEPHENS</u></p> <p>Date.....<u>9 November 2015</u></p>

School Profile

<p>Purpose</p>	<p>At Seville Primary School our purpose is to:</p> <p>Teaching and Learning Deliver curriculum programs that engage, challenge, inspire and allow every student to experience success and grow.</p> <p>Relationships Foster positive relationships with all school community members based on honesty and trust.</p> <p>Communications Openly communicate with our school and local community about our programs, students, successes and challenges.</p>
<p>Values</p>	<p>At Seville Primary School there is a firm commitment to fostering student wellbeing. This is achieved through many support and intervention programs in place. It is our fundamental belief that students can reach their full educational potential only when they are happy, healthy and safe. The school is also committed to high educational outcomes for all students and the need for improvement to meet these outcomes.</p> <p>Our vision states that:</p> <p>Seville Primary School empowers the individual – academically, emotionally and socially so they can realise their potential.</p> <p>Growing and Learning Together</p>
<p>Environmental Context</p>	<p>Seville Primary School is a small and vibrant school of 107 students located on the Warburton Highway, 50 kilometres east of Melbourne, in the scenic rural township of Seville. The school was established in 1887 and throughout its time has remained an integral part of the local community. Local census data indicates a steady decrease in land available for housing and an aging population has led to decreasing student numbers of the past 5 years, however these numbers are expected to remain steady.</p> <p>The School Family Occupation (SFO) density is currently 0.529 and has remained stable, while the number of parents in receipt of EMA is 34% in 2014. Seville Primary School thrives on the relationships it builds with its stakeholders, students, parents, staff and community members. We work hard to build community connection through the local pre-school, Fire Brigade and a range of local businesses. This results in a range of supplementary programs for students including breakfast club, veggie garden, after school basketball and individual incursions.</p> <p>Our 107 students are made up of five classrooms (P/1, 2, 3, 4/5, 5/6) which operate in two teams of Junior (P-2) and Senior (3-6) school. Each team is led by a senior teacher who leads and develops the work of the teams of students and staff. Due to the size of the school, all staff are expected to take on a range of responsibilities and leadership areas.</p> <p>In 2015 there are 8 students enrolled under the program for students with disability (PSD) with a range of different supports and programs in place for these children.</p> <p>The staffing profile includes a Principal, 6 classroom teachers with two of these teachers job sharing the Grade 3 classroom.(4 at Level 2 and 2 at Level 1). Other part time staff includes a Business Manager, Primary Welfare Officer, chaplain and 5 integration aides to support our PSD students.</p> <p>The school provides a range of different learning experiences including, Auslan, P.E and Fitness, visual arts, library, computer and performing arts and music. Extra curricula programs include school camps, skiing, kayaking, swimming program, production, music tuition and an after school Basketball program that over 50% of our students participate in.</p>

Strategic Direction

Achievement 1 – Curriculum, data & assessment to inform teaching		Key improvement strategies																																																						
Goals	Improve the learning growth of all students in literacy and numeracy	Build teacher capability to utilize data and a range of assessment strategies to teach to a student's point of learning.																																																						
Targets	<p>Teacher judgements will reflect 60% of students in P-6 achieving in the top two bands in all domains.</p> <table border="1"> <thead> <tr> <th>Dimension</th> <th>2014</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46.5%</td> <td>≥60</td> </tr> <tr> <td>Speaking</td> <td>11.6%</td> <td>≥60</td> </tr> <tr> <td>Writing</td> <td>24.1%</td> <td>≥60</td> </tr> <tr> <td>Measurement</td> <td>17.9%</td> <td>≥60</td> </tr> <tr> <td>Number</td> <td>17.0%</td> <td>≥60</td> </tr> <tr> <td>Statistics</td> <td>11.6%</td> <td>≥60</td> </tr> </tbody> </table> <p>60% of all students in Years 3 & 5 will perform within the top two bands in all domains of NAPLAN.</p> <table border="1"> <thead> <tr> <th rowspan="2">Dimension</th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <th>12-14</th> <th>2019</th> <th>12-14</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Grammar</td> <td>79.3%</td> <td>≥60</td> <td>25.5%</td> <td>≥60</td> </tr> <tr> <td>Numeracy</td> <td>55.4%</td> <td>≥60</td> <td>22.3%</td> <td>≥60</td> </tr> <tr> <td>Reading</td> <td>64.5%</td> <td>≥60</td> <td>22.1%</td> <td>≥60</td> </tr> <tr> <td>Spelling</td> <td>55.3%</td> <td>≥60</td> <td>22%</td> <td>≥60</td> </tr> <tr> <td>Writing</td> <td>43.4%</td> <td>≥60</td> <td>14.3%</td> <td>≥60</td> </tr> </tbody> </table>		Dimension	2014	2019	Reading	46.5%	≥60	Speaking	11.6%	≥60	Writing	24.1%	≥60	Measurement	17.9%	≥60	Number	17.0%	≥60	Statistics	11.6%	≥60	Dimension	Year 3		Year 5		12-14	2019	12-14	2019	Grammar	79.3%	≥60	25.5%	≥60	Numeracy	55.4%	≥60	22.3%	≥60	Reading	64.5%	≥60	22.1%	≥60	Spelling	55.3%	≥60	22%	≥60	Writing	43.4%	≥60	14.3%
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The percentage of students in Years 3 & 5 performing in the low range of growth will decrease.

NAPLAN Learning Gain – Low category	2014	2019
Grammar	50%	↓
Numeracy	20%	↓
Reading	40%	↓
Spelling	70%	↓
Writing	11.1%	↓

The percentage of students in Years 3 & 5 performing in the high range of growth will increase.

NAPLAN Learning Gain – High category	2014	2019
Grammar	10%	↑
Numeracy	40%	↑
Reading	20%	↑
Spelling	10%	↑
Writing	22.2%	↑

	Actions	Success criteria
Year 1	Implement the Sentral data management system (DMS)	<ul style="list-style-type: none"> • Training program developed • All staff have completed initial training • 3 year plan for full implementation of Sentral modules developed
	Create school-wide common assessments	<ul style="list-style-type: none"> • Review Assessment schedule • Implement assessment schedule

		<ul style="list-style-type: none"> • School Improvement Team documents teacher implementation • Assessment Schedule implementation is discussed at each PLT meeting and minutes record individual teacher implementation
	Teachers are trained in assessment strategies	<ul style="list-style-type: none"> • All staff complete PL on as, of and for learning • Create 2 year PL plan for assessment strategies • Planning documents reflect PL
	Staff develop capacity to use diagnostic assessment	<ul style="list-style-type: none"> • All staff receive training in the diagnostic assessment in PatMaths • All staff upload PatMaths outcomes to Sentral • All staff receive training in the diagnostic assessment in F&P and CARS & STARS • All staff upload F&P and CARS & STARS outcomes to Sentral • A full analysis of the diagnostic components of NAPLAN undertaken • All students in Prep and Year 2 undertake English on Line and Maths interview
		<ul style="list-style-type: none"> • Year 2 of the 3 year plan for Sentral modules implemented
Year 2	Implement the Sentral data management system (DMS)	<ul style="list-style-type: none"> • Reflect, evaluate and modify Assessment schedule
	Create school-wide common assessments	<ul style="list-style-type: none"> • Year 2 of 2 year PL plan for assessment strategies • Create new PL plan for assessment strategies
	Teachers are trained in assessment strategies	<ul style="list-style-type: none"> • Embed year 1 strategies • Planning documents indicate data being used to inform teaching and evidenced in ILP's
	Staff develop capacity to use diagnostic assessment	
Year 3	Implement the Sentral data management system (DMS)	
	Create school-wide common assessments	
	Teachers are trained in assessment strategies	<ul style="list-style-type: none"> • Year 1 of new 2 year PL plan for assessment strategies
	Staff develop capacity to use diagnostic assessment	
Year 4	Implement the Sentral data management system (DMS)	
	Create school-wide common assessments	
	Teachers are trained in assessment strategies	<ul style="list-style-type: none"> • Year 2 of new 2 year PL plan for assessment strategies
	Staff develop capacity to use diagnostic assessment	

Achievement 2 – Curriculum, data & assessment to inform teaching		Key improvement strategies
Goals	Improve the learning growth of all students in literacy and numeracy	Create a whole school documented curriculum where planning reflects the scope and sequence for Literacy and Numeracy.
Targets		
	Actions	Success criteria
Year 1	Create a framework for a documented curriculum	<ul style="list-style-type: none"> Establish Professional Learning Teams Develop an agreed template to document the curriculum All staff use the template to document the curriculum and make explicit links to assessment and AusVELS
	Create a P-6 scope and sequence	<ul style="list-style-type: none"> Reading (Cars & Stars + FP) P-6 scope and sequence have been created based on a continuum. Reflect, evaluate, modify reading programs Number P-6 scope and sequence have been created based on a continuum. A common key vocabulary list has been developed by each PLT to support these continuums
Year 2	Create a framework for a documented curriculum	<ul style="list-style-type: none"> Process and protocols for the development, storage, reflection, modification and monitoring of the documented curriculum are created
	Create a P-6 scope and sequence	<ul style="list-style-type: none"> Writing (Writers notebook) P-6 scope and sequence have been created based on a continuum. Measurement and Space P-6 scope and sequence have been created based on a continuum. Data used to inform teaching
Year 3	Create a framework for a documented curriculum	<ul style="list-style-type: none"> All curriculum fully documented and available on-line
	Create a P-6 scope and sequence	<ul style="list-style-type: none"> Spelling and SWIST P-6 scope and sequence have been created based on a continuum. Research program for phonemic awareness Create 2 year implementation strategy
Year 4	Create a framework for a documented curriculum	<ul style="list-style-type: none"> Reflect, evaluate, modify documentation, templates etc.
	Create a P-6 scope and sequence	<ul style="list-style-type: none"> Reflect, evaluate, modify all programs

Engagement 1 – Consistent approaches to teaching & learning		Key improvement strategies																			
Goals	Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.	Develop an agreed, consistently implemented school-wide Instructional model that ensures the individual learning needs of all students are being met and that enables student voice.																			
Targets	<p>All Factor Mean Scores to be above the State Mean.</p> <table border="1"> <thead> <tr> <th>Attitude to School Survey</th> <th>2014 Relative to State Mean Score</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>-1.04</td> </tr> <tr> <td>Connectedness to Peers</td> <td>-0.02</td> </tr> <tr> <td>Student Safety</td> <td>-0.08</td> </tr> <tr> <td>Learning Confidence</td> <td>-0.38</td> </tr> <tr> <td>School Connectedness</td> <td>-0.31</td> </tr> <tr> <td>Stimulating Learning</td> <td>-0.49</td> </tr> <tr> <td>Student Motivation</td> <td>-0.03</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>-0.41</td> </tr> <tr> <td>Teacher Empathy</td> <td>-0.35</td> </tr> </tbody> </table>		Attitude to School Survey	2014 Relative to State Mean Score	Classroom Behaviour	-1.04	Connectedness to Peers	-0.02	Student Safety	-0.08	Learning Confidence	-0.38	School Connectedness	-0.31	Stimulating Learning	-0.49	Student Motivation	-0.03	Teacher Effectiveness	-0.41	Teacher Empathy
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	Actions	Success criteria																			
Year 1	Develop an agreed, consistently implemented school-wide Instructional model	<ul style="list-style-type: none"> • Research, develop proposal for school-wide instructional model • Select and develop 3 year strategy for IM that incorporates staff accountability 																			
	Develop teaching agreements	<ul style="list-style-type: none"> • Develop agreement about effective teaching • Develop agreement about effective use of class time • Literacy 2 hr block Numeracy 1 hr block implemented in all classrooms 																			

	Design a school improvement model	<ul style="list-style-type: none"> School Improvement model articulated. Notes indicate its use in meetings
	Establish teaching and learning partnership	<ul style="list-style-type: none"> Partnership with Selby PS established Staff and Leadership teams from both schools will have completed learning walks at each school
	Implement peer observation	<ul style="list-style-type: none"> Agreed protocols and structures to support peer observation created Small trial of peer observation with reflections
Year 2	Develop an agreed, consistently implemented school-wide Instructional model	<ul style="list-style-type: none"> Year 1 of 3 year strategy implemented
	Develop teaching agreements	
	Design a school improvement model	
	Establish teaching and learning partnership	
	Implement peer observation	<ul style="list-style-type: none"> Implement peer observation with a focus on IM implementation Learning Intentions and Success Criteria will be evident in all teaching spaces
Year 3	<ul style="list-style-type: none"> 	
Year 4	<ul style="list-style-type: none"> 	

Engagement 2 – Parent involvement in student learning		Key improvement strategies
Goals	Increase the profile of the school as a learning community	Build home-school partnerships in direct relation to student learning
Targets	An increase in parent involvement as classroom helpers throughout the school is recorded over the year. Increased Parent usage of Sentral’s Parent Portal; Parent Survey data – Parent Input rise from Q1 – Q3;	
	Actions	Success criteria
Year 1	Develop an expectation statement about the role of the parent	<ul style="list-style-type: none"> • Develop a model for training parents to work within classrooms • Produce a clear statement on parent expectations when working in classrooms
Year 2	Parents are provided with information so that they can support their children’s learning	<ul style="list-style-type: none"> • Individual Learning Plans • Sentral student files – wellbeing, behavioural, • Information sessions exploring how students learn, school programs and how parents can support learning from home.
Year 3		
Year 4		

Wellbeing 1 – Safe and Supportive Environment		Key improvement strategies												
Goals	Ensure all members of the school community feel they are in a safe and supportive learning environment	Employ an agreed whole school approach to student wellbeing to ensure a safe and secure learning environment												
Targets	<p>Factor Mean Score for Distress to be below the State Mean. Factor Mean Score for Morale to be above the State Mean.</p> <table border="1"> <thead> <tr> <th>Attitude to School Survey</th> <th>2014 Relative to State Mean Score</th> </tr> </thead> <tbody> <tr> <td>Student Distress</td> <td>+0.21</td> </tr> <tr> <td>Student Morale</td> <td>+0.76</td> </tr> </tbody> </table> <p>Absences to remain at or below the State Mean.</p> <table border="1"> <thead> <tr> <th>Student Absence</th> <th>Mean Score</th> <th>State Mean</th> </tr> </thead> <tbody> <tr> <td>Prep - 6</td> <td>14.90</td> <td>14.25</td> </tr> </tbody> </table>		Attitude to School Survey	2014 Relative to State Mean Score	Student Distress	+0.21	Student Morale	+0.76	Student Absence	Mean Score	State Mean	Prep - 6	14.90	14.25
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	Actions	Success criteria												
Year 1	Employ an agreed whole school approach to student wellbeing	<ul style="list-style-type: none"> • Current programs reviewed and one select for whole school implementation • Evidence that school community will have been consulted and communicated throughout the process 												
	Proactive stance on anti-bullying and cyber-safety	<ul style="list-style-type: none"> • Cybersafety policy reviewed, evaluated and modified as required 												
Year 2	Employ an agreed whole school approach to student wellbeing	<ul style="list-style-type: none"> • Ensure all staff are trained in student well-being program 												

		<ul style="list-style-type: none"> • Embed program in curriculum and values
	Proactive stance on anti-bullying and cyber-safety	<ul style="list-style-type: none"> • Students, staff and parents undertake bully stoppers survey. • Strategy developed based upon survey outcomes
Year 3	<ul style="list-style-type: none"> • • • 	
Year 4	<ul style="list-style-type: none"> • • • 	

Productivity – School operating as a Strategic Organisation		Key improvement strategies																													
Goals	Increase the capacity of the school to function as a strategic organisation	Create processes and procedures that support role clarity, accountability and feedback between all sectors of the school community.																													
Targets	<p>Percentage of endorsed scores to be above State Mean.</p> <table border="1"> <thead> <tr> <th>Staff Survey</th> <th>2014 % Endorsed</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>69%</td> <td>75%</td> </tr> <tr> <td>School Level Support</td> <td>57%</td> <td>75%</td> </tr> <tr> <td>Feedback</td> <td>56%</td> <td>75%</td> </tr> <tr> <td>Trust in Parents and Students</td> <td>63%</td> <td>75%</td> </tr> <tr> <td>Parent & Comm Involvement</td> <td>75%</td> <td>80%</td> </tr> </tbody> </table> <p>Percentage of endorsed scores to be above State Mean.</p> <table border="1"> <thead> <tr> <th>Parent Opinion Survey</th> <th>2014 School Score</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Approachability</td> <td>5.77</td> <td>6.0</td> </tr> <tr> <td>Parent Input</td> <td>5.14</td> <td>5.75</td> </tr> <tr> <td>General Satisfaction</td> <td>5.62</td> <td>6.0</td> </tr> </tbody> </table>		Staff Survey	2014 % Endorsed	2019	Collective Efficacy	69%	75%	School Level Support	57%	75%	Feedback	56%	75%	Trust in Parents and Students	63%	75%	Parent & Comm Involvement	75%	80%	Parent Opinion Survey	2014 School Score	2019	Approachability	5.77	6.0	Parent Input	5.14	5.75	General Satisfaction	5.62
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	Actions	Success criteria																													
Year 1	Develop leadership structure that supports the implementation of the strategic plan created	<ul style="list-style-type: none"> Establish a School Improvement Team Leadership structure reviewed, evaluated and modified and in place for 2017 																													

	Review job descriptions and responsibilities related to teacher classifications	<ul style="list-style-type: none"> • Role and responsibility statements for L1 and L2 teachers are developed • Role and responsibility statements for students are developed
	Create processes and procedures that support accountability and feedback	<ul style="list-style-type: none"> • Develop framework for ongoing review, evaluation and modification of policies and procedures • Set of non-negotiables developed <ul style="list-style-type: none"> ➢ Ensure that the requirements of the Program for Students with Disabilities is fully implemented ➢ Upload data ➢ Implement literacy & numeracy teaching schedule ➢ Teachers are in classrooms by 8.50 greeting students ➢ Implement assessment schedule ➢ Every teacher checks in on the bulletin
	Build capacity of leadership team	<ul style="list-style-type: none"> • Coach appointed for the Principal and leadership team. • Evidence that Leadership has been engaged in Professional reading around research in distributed leadership • Evidence that Professional leadership opportunities have been explored through Bastow or other networks • DEECD expertise has been engaged in building capacity in resource management for Principal and Business Manager
Year 2	<ul style="list-style-type: none"> • • • 	
Year 3	<ul style="list-style-type: none"> • • • 	
Year 4	<ul style="list-style-type: none"> • • • 	