

School Profile

FNPS is a medium-size primary school located in the inner western suburb of Footscray North and is approximately nine kilometres from the Melbourne CBD. The school caters for students from foundation (prep) to year 6. The enrolment has built to 310 students in 2015 and is predicted to build to 330 by 2017. The overall socio economic profile of the school is currently in the low category and the proportion of students with English as a second language is high. The school celebrates diversity as the majority of students were either born overseas or have parents who have since arrived in Australia. The Student Family Occupation (SFO) indicator of the school therefore was 0.75 in 2014 which means that there are high levels of disadvantage and the predicted performance of the school is therefore below the state means. However, the local area is undergoing significant change and new families are moving into the area and this appears to be evidenced in the change in the SFO indicator to .70 in 2015.

There is strong alignment of the schools purpose, goals and targets and continuous improvement that is shared. The goals and targets of the strategic plan are clear to all and there continues to be a relentless focus to undertake the right work to improve student learning and to embed a strong belief that the students of FNPS can achieve at high levels. Student learning outcomes have correspondingly improved to be well above expected levels and this Strategic Plan is created to ensure that this continuous improvement is maintained in the near future.

In addition, the school leadership has significant partnerships with other primary schools undertaking focused improvement work and institutions, such as the University of Melbourne and the Victoria University, to partner and support the improvement of student learning. This focus on shared professional learning will continue to be a feature of this Strategic Plan.

There has been a sustained and clear focus on building a stimulating learning environment so that every child is engaged in high quality learning. The work has included building the practice of every teacher to improve student learning and achievement. The school is determined to continue the focused school improvement work based on the former Western Metropolitan Region's Blueprint for School Improvement. There has been a clear focus on whole-school professional learning, coaching, and building the teaching teams to ensure consistency of teaching and learning practice across the school.

Despite the high percentage of students who start school with literacy and numeracy skills well below the state and regional benchmarks, student learning outcomes in literacy and numeracy are well above expected levels. Teachers will continue to utilise the school-developed three tiered assessment regime to inform the analysis of student data. Further development of this work will be developed in this Strategic Plan.

There are strong staff and teacher-student relationships at every level and the genuine care and support for every student is evident. Students and parents report that the teaching and learning is engaging and motivating and students love coming to school. Student feedback from forums indicates that students want to set challenging goals and receive effective feedback and have ownership of their learning. This is an area for development over the next strategic period.

The recent introduction and implementation of the KidsMatter initiative and a range of social emotional programs that support students such as Bounce Back have had positive effects in and out of the classroom. This will be an on-going focus of work.

Regulatory context

Footscray North Primary School has met minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA).

Purpose

Footscray North Primary School (FNPS) has much to be proud of in its achievements in student learning and school improvement over the past four years. The school has worked diligently to create a highly effective school that has a strong and well-deserved reputation in the local community and beyond. The school leaders, staff, and community share a passion for the students and their learning and this is evidenced in all the school has achieved over the period of this review. The purpose of this Strategic Plan is to ensure that the school continues to move forward during the next four years and that the successes that have been established in the previous Strategic Plan form the foundation for this Strategic Plan.

The school’s mission states:

Our mission at Footscray North Primary School is to graduate empowered students who are high achieving, socially and emotionally intelligent, globally aware and active citizens in the community.

The school’s vision states:

STUDENTS WILL:

- Be highly literate and numerate
- Be able to work collaboratively and cooperatively
- Have high expectations of their learning
- Be able to persist and accept challenges
- Be able to reflect critically by asking questions and challenging ideas
- Be socially and emotionally intelligent
- Be environmentally and globally aware
- Be responsible users of technology
- Be open to the perspectives, values, cultures and traditions of other individuals and communities
- Be able to think independently
- Be imaginative and creative
- Be open to differences in individuals

TEACHERS WILL:

- Be part of a Professional Learning Community that is focused on working collaboratively to enhance student learning
- Participate in ongoing professional development
- Be users of technology to enhance classroom practice.
- Have an indepth knowledge of students and curriculum
- Use high quality instructional practices
- Have high expectations for all learners
- Provide a high quality learning environment with opportunities for independent and interdependent work
- Have high level and effective communication skills
- Model and promote the school values
- Build positive relationships with students

THE COMMUNITY WILL:

- Form a supportive partnership with the school
- Be interested and engaged in student learning

	<ul style="list-style-type: none"> • Join the school in celebrating achievements and milestones • Engage with the school using various forms of technology and multimedia platforms
Values	<p>The school shares the values of excellence; inclusion; respect and responsibility.</p>
Environmental Context	<p>It is expected that the schools' socio-demographic will change during this Strategic Plan as the population of the school reflects the changing demographic of its local area. It has been highlighted that it is probable that the current SFO of around 0.7 will gradually reduce as the surrounding area becomes more affluent.</p> <p>The school facilities have been upgraded and improved and are attractive and well maintained. The learning areas are well resourced and there are computers, interactive white-boards, and ICT and multi-media in all learning areas. The completed Building the Education Revolution (BER) construction provided flexible learning spaces. In addition, classrooms have been upgraded and the school used its own funds to upgrade existing facilities and complete a grounds and gardens project. The school has access to four full size tennis courts as well as a football oval and soccer fields.</p> <p>The school has effectively used its assets and resources and will continue to do so to ensure the best possible outcomes for students and achieve the goals and targets as indicated in this Strategic Plan. The school will continue to seek to improve student outcomes in literacy and numeracy.</p> <p>The key improvement strategies of building visible leadership, coaching as a vehicle to enhance the capacity and instructional practice of every teacher; and creating engaging learning environments, will also continue throughout the school. There will continue to be a focus on creating a purposeful learning environment and to ensure that it is orderly, safe and respectful of all learners.</p>

Service Standards	During this Strategic Plan the school will: <ul style="list-style-type: none">• Continue to foster close links with parents and the broader school community.• Continue to foster close links with academic institutions including Melbourne University, Victoria University and local primary and secondary schools.• Commit to the active sharing of its mission, vision and values to ensure that the school community is engaged with the Strategic Plan.• Continue to provide a safe and stimulating learning environment to ensure all students can achieve their full potential.• Continue to provide staff with high quality and targeted professional development to ensure that all staff are aware of, and using exemplary teaching practices.• All students will receive instruction that is adapted to their individual needs.
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Strategic Direction

Achievement		Key improvement strategies
Goals	To improve the learning growth in literacy and numeracy for every student.	<p>1. Build and monitor a whole school approach to Professional Learning Teams (PLT's).</p> <ul style="list-style-type: none"> Continue to build a culture of collegiality, professionalism, coaching and accountability so that PLT's are focussed to collaborate and plan for high quality instruction and student learning. Use data and evidence to inform action. Ensure monitoring of learning and growth of every student and include a process of intervention for all students. Review and implement the whole school approach to student assessment including the assessment schedule and processes such as the use of Guttman charts. Ensure induction and support for new staff. Ensure consistent monitoring and evaluation of whole school practices for quality assurance. <p>2. Build the instructional practice of every teacher.</p> <ul style="list-style-type: none"> Implement an agreed and research-based high impact instructional classroom delivery model and the high yield instructional practices across the school.
Targets	<ul style="list-style-type: none"> The percentage of students achieving low growth on 'Naplan Relative Growth Matched Cohort' report to be at or less than 10% in each area. Maintain the percentage of students in the top two bands between Year 3 and Year 5 matched cohort data. The alignment between teacher judgement (AusVels) and Naplan data will show variation to be at a minimum of a 0.5 difference in Year 3 and Yea 5. The alignment between teacher judgement and Fountas and Pinnell Reading levels will show variation to be at a minimum of a 0.5 difference in all year levels. <p>Setting Growth Targets</p> <p>Targets to be established to ensure that the school plans for and measures achievement growth for year level cohorts and individual students.</p> <p>Growth targets will be established each year based on current data that was analysed for the previous year.</p> <p>There will be three tiers of growth targets established each year.</p> <p>Tier One</p>	

	<p>Two year growth targets based on Naplan matched Cohort data.</p> <p>Targets to be set in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy for the matched cohort</p> <p><u>Tier Two</u></p> <p>One year growth targets based on Pat R (PAT reading), Pat M (PAT Maths), teacher judgement in Reading, Writing, Speaking and Listening and Number</p> <p><u>Tier Three</u></p> <ul style="list-style-type: none"> • Ongoing targets set for key mathematical areas using effect size of greater than 0.6. Diagnostic testing (Envision) will be used for every major unit of work in Numeracy. (A major unit of work consists of at least 10 lessons which include a pre and post test). A Zone of Proximal Development (ZPD) spreadsheet will be created to guide differentiation within a class. An effect size of 0.6 for individual students, classes and cohorts will be considered successful. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Zone of Proximal Development effect size analysis to be used for Writing. The growth target for Writing is for 12 months growth every 12 months. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Six month growth targets based on Fountas and Pinnell Benchmark Assessment for reading. • Individual student growth over 12 months will be measured using Fountas and Pinnell Benchmarking Assessment System. <p>Expected Growth using Fountas and Pinnell is as follows:</p>	<ul style="list-style-type: none"> • Focus on <i>Visible Learning</i>. • Provide whole school professional learning and opportunities for staff sharing of effective practices in PLTs/staff forums so that there is a common language and approach. • Build the data literacy and IT capabilities of every staff member (ie. Evernote; one-note) • Continue to develop the use of SPA. • Build the capacity of teachers to incorporate '21st Century Skills' in teaching programs including collaboration, creativity, critical thinking and information literacy. • Build the capacity of teachers to use the curriculum and teaching approaches to ensure that students are active citizens in the community.
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	Year	Expected text entry	Minimum Expected Annual Growth by Text Level	Minimum Text Level Growth Target		
	Prep	A	D	4 text levels		
	Year 1	E	J	6 text levels		
	Year 2	K	M	3 text levels		
	Year 3	N	P	3 text levels		
	Year 4	Q	S	3 text levels		
	Year 5	T	V	3 text levels		
	Year 6	W	Z	4 text levels		
<p>There will be a particular emphasis on monitoring the growth of the high performing students in the areas of Reading , Writing, Speaking and Listening and Number to ensure that these students attain 12 months growth during one year.</p>						
Actions			Success criteria			
Year 1	<p>1</p> <ul style="list-style-type: none"> • Ensure the teaching cycle of Assess/analyse/plan/teach/reflect • Focus on Tier 3 data to inform teaching practices • PLC's to focus on cohort data to develop team goals • PLC focus on top 25% students in Numeracy and Writing to 			<p>1</p> <ul style="list-style-type: none"> • Teaching cycle is used in all planning documents • Tier 3 data is identified and used to inform teaching. • PLC's use cohort data to inform team planning including teaching interventions. • Top 25% of students in Numeracy and Writing have 		

	<p>ensure at least 1 years' growth</p> <ul style="list-style-type: none"> • Continue with increasing the leadership team's capacity to interpret and use a wide range of data. • Introduce data literacy professional development to all staff • Introduce Essential Learnings • Research Interventions to be trialled in 2017 • Ensure that all school curriculum and assessment documents align • Leadership Team use DuFours model of: <ul style="list-style-type: none"> ○ What do we want our students to learn? ○ How do we know each student has learnt? ○ How do we respond when students do not learn it? ○ How can we extend and enrich the learning for students who have demonstrated proficiency? • Embed assessment cycle across school • Resources are targeted to ensure assessment tools and analysis is viable. • Trailing of digital portfolios • New reporting package is implemented • New staff are connected with a mentor • Team Leaders support new staff • Policies are in place for Student Engagement and Assessment Practices • Learning walks are conducted termly with a focus on the Professional Development Plan • Leadership Day in October has a focus on analysing whole school data to inform 2017 school decisions • Data Team to inform intervention <p>2</p> <ul style="list-style-type: none"> • Align professional development to Visible Learning 	<p>demonstrated 12 months growth in 12 months.</p> <ul style="list-style-type: none"> • Leadership team have undertaken PD in data literacy • Staff have begun PD on data literacy • Essential Learnings are identified in Literacy and Numeracy • Leadership Team have explored several Intervention strategies • All School Curriculum and assessment documents align. • Assessment cycle is embedded • Assessment procedures are well-resourced. • Digital portfolios are trialled across the school • New reporting package is used across the school. • New staff are well supported and familiar with school operations and expectations. • Student Engagement Policy is completed and used by all staff • Learning walks focus on PD plan and provide effective and timely feedback to staff. • Leadership Day is used to plan for 2017 teaching structure. • Intervention practices informed from Data Team analysis. <p>2</p> <ul style="list-style-type: none"> • Staff participate in PD focusing on Visible Learning • Staff implement teaching approaches as identified through
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	<ul style="list-style-type: none"> • Continue to develop and implement Instructional Walks • Focus on students in the top 25% of educational outcomes – with a focus on Reading, Writing and Number. • Continue involvement with UNMOS • Continue involvement with Melbourne University Academy of Teaching <ul style="list-style-type: none"> • Continue coaching for teachers through school-based coaching. • Staff meetings and PLT foci are aligned with whole school professional learning. • Curriculum Days focus on effective teaching practices. • Continue participation in UMNOS and Teaching Academy. • Develop Essential Learning documentation that identifies the Essential Learnings for all year levels in all curriculum areas. <ul style="list-style-type: none"> • Continue to consolidate and develop high level skills in all staff regarding the interpretation and analysis of data. • Implement digital portfolios • Implement new reporting package • Professional Learning Teams to focus on the use of digital portfolios and the new reporting package. <ul style="list-style-type: none"> • Trial structure to build teacher capacity in developing 21st Century Skills (collaboration, creativity, critical thinking, information technology.) <ul style="list-style-type: none"> • Develop a ‘taking action’ component in the Integrated Units that are used across the school. 	<p>Visible Learning and Mazarno Effective Teaching Strategies.</p> <ul style="list-style-type: none"> • PLT’s focus on teaching strategies for top 25%. • Students in the top 25% achieve at least 1 year’s growth in one year. • FNPS continued its involvement with UMNOS and the Academy of Teaching. <ul style="list-style-type: none"> • All teachers are involved with school-based coaching and receive regular feedback regarding their instructional practices. • Staff meetings and PLT foci are aligned with whole school professional learning. • Curriculum Days focus on effective teaching practices. • School participates in UMNOS and Teaching Academy. • Essential Learning document developed and ready for use in 2017. <ul style="list-style-type: none"> • Staff are confident when interpreting and analysing student data. • Digital portfolios have been introduced across the school. • A new reporting package is in use. • Professional Learning Teams regularly focus on the use of digital portfolios and the new reporting package. <ul style="list-style-type: none"> • Lead users are collaborating to determine best strategies to incorporate 21st Century skills, and are supporting teams in the use of relevant tools. <ul style="list-style-type: none"> • All Integrated Units incorporate a ‘taking action’ component at the conclusion of a unit that focusses on connecting with the community.
Year 2	<p>1</p> <ul style="list-style-type: none"> • Embed the teaching cycle of assess/analyse/plan/teach/reflect • PLC focus on top 25% students in Reading and Speaking and Listening to ensure at least 1 years’ growth 	<p>1</p> <ul style="list-style-type: none"> • Teaching cycle is used in all planning documents • Tier 3 data is identified and used to inform teaching. • PLC’s use cohort data to inform team planning including

	<ul style="list-style-type: none"> • PLC continue to focus on cohort data to develop team goals • Continue to develop data literacy skills in staff <ul style="list-style-type: none"> • Focus continues to be informed by DuFour’s model <ul style="list-style-type: none"> • Embed assessment cycle across school • Resources are targeted to ensure assessment tools and analysis is viable. <ul style="list-style-type: none"> • New staff are connected with a mentor • Team Leaders support new staff <ul style="list-style-type: none"> • Policies are reviewed regularly as per policy review cycle • Learning walks are conducted termly with a focus on the Professional Development plan • Leadership Day in October has a focus on analysing whole school data to inform 2018 school decisions • Data Team to inform intervention <p>2</p> <ul style="list-style-type: none"> • Continue to align professional development to Visible Learning • Continue to develop and implement Instructional Walks • Continue focus on students in the top 25% of educational outcomes – with a focus on Reading, Writing and Number. • Continue involvement with UNMOS • Continue involvement with Melbourne University Academy of Teaching 	<p>teaching interventions.</p> <ul style="list-style-type: none"> • Top 25% of students in Reading and Speaking and Listening have demonstrated 12 months growth in 12 months. • Leadership team have undertaken PD in data literacy • Staff undertake PD on data literacy <ul style="list-style-type: none"> • Intervention program is trialled across school <ul style="list-style-type: none"> • Assessment schedule is embedded and used across the school • Resources are sufficient to enable high quality assessment practices. <ul style="list-style-type: none"> • New staff are well supported and familiar with school operations and expectations. <ul style="list-style-type: none"> • All policies are reviewed according to policy review cycle • Learning walks focus on PD plan and provide effective and timely feedback to staff. • Leadership Day is used to plan for 2018 teaching structure. • Intervention practices informed from Data Team analysis. <p>2</p> <ul style="list-style-type: none"> • Staff participate in PD focusing on Visible Learning • Staff implement teaching approaches as identified through Visible Learning and Mazarno Effective Teaching Strategies. • PLT’s focus on teaching strategies for top 25%. • Students in the top 25% achieve at least 1 year’s growth in one year. • FNPS continued its involvement with UMNOS and the Academy of Teaching.
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	<ul style="list-style-type: none"> • Continue building staff teaching capacity through school-based coaching. • Ensure school-based coaching is sustainable. • Ensure staff expertise is identified and shared across school. • Professional Learning is informed by effective and regular staff feedback. • Essential learning document is implemented across the school. <ul style="list-style-type: none"> • Performance and Development cycle has a goal on interpreting data. • Staff are regularly informed on new developments with SPA • The leadership team continues to develop high levels of data literacy through the school's involvement with UNMOS. • Digital portfolios are evaluated and refined. • The new reporting package is evaluated and refined. <ul style="list-style-type: none"> • Provide planned and targeted PD to staff in the use of ICT in building 21st Century skills <ul style="list-style-type: none"> • Lead Users of ICT investigate the use of 21st century skills to enable students to connect with the community. 	<ul style="list-style-type: none"> • Staff teaching capacity through school-based coaching is continually improved and refined. • School-based coaching is sustainable into 2018. • Staff expertise is identified and shared across school. • Staff receive targeted and effective feedback regarding their professional teaching practice. • Staff are using the Essential Learning document to inform their planning and assessment. <ul style="list-style-type: none"> • All staff have identified a P&D goal that focuses on interpreting data. • Staff are familiar with and effectively use SPA. • The leadership team have a high level of data literacy through the school's involvement with UNMOS. • Digital portfolios are evaluated and refined. • The new reporting package is evaluated and refined. <ul style="list-style-type: none"> • Lead Users have identified required PD. Staff are supported in the use of new technologies, and are implementing them to develop 21st Century skills. <ul style="list-style-type: none"> • Lead Users have supported staff to use 21st century skills to ensure that students are connecting with the community.
Year 3	<p>1</p> <ul style="list-style-type: none"> • Use the cycle of assess/analyse/plan/teach/reflect to guide teaching interventions. • Staff to have the skills to independently interpret a wide range of data. • Data is used to inform teaching practices • PLC focus continues to be on the top 25% students across the 	<p>1</p> <ul style="list-style-type: none"> • Teaching cycle is used to inform teaching interventions • Staff have developed high level skills in data interpretation and use these skills during PLC meetings. • Top 25% of students in Literacy and Numeracy have demonstrated 12 months growth in 12 months. • Leadership team continue to revisit PD in data literacy

	<p>key areas of Literacy and Numeracy</p> <ul style="list-style-type: none"> • Focus continues to be informed by DuFour’s model • Embed assessment cycle across school • Resources are targeted to ensure assessment tools and analysis is viable. • New staff are connected with a mentor • Team Leaders support new staff • Policies are reviewed regularly as per policy review cycle • Learning walks are conducted termly with a focus on the Professional Development plan • Leadership Day in October has a focus on analysing whole school data to inform 2019 school decisions • Data Team to inform intervention <p>2</p> <ul style="list-style-type: none"> • Continue focus of Visible Learning and Effective Teaching Strategies • Continue participation in UNMOS • Continue building staff teaching capacity through school-based coaching. • Ensure school-based coaching is sustainable. 	<p>Intervention program is implemented across school</p> <ul style="list-style-type: none"> • Assessment schedule is embedded and used across the school • Resources are sufficient to enable high quality assessment practices. • New staff are well supported and familiar with school operations and expectations. • All policies are reviewed according to policy review cycle • Learning walks focus on PD plan and provide effective and timely feedback to staff. • Leadership Day is used to plan for 2019 teaching structure. • Intervention practices informed from Data Team analysis. <p>2</p> <ul style="list-style-type: none"> • Staff participate in PD focusing on Visible Learning • Staff implement teaching approaches as identified through Visible Learning and Mazarno Effective Teaching Strategies. • PLT’s focus on teaching strategies for top 25%. • Students in the top 25% achieve at least 1 year’s growth in one year. • FNPS continued its involvement with UMNOS. • Staff teaching capacity through school-based coaching is continually improved and refined. • School-based coaching is sustainable into 2019.
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	<ul style="list-style-type: none"> • Ensure staff expertise is identified and shared across school. • Professional Learning is informed by effective and regular staff feedback. • Essential learning document is implemented across the school. <ul style="list-style-type: none"> • Performance and Development cycle has a goal on interpreting data. • Staff are regularly informed on the new developments with SPA • Assessment is triangulated to determine student achievement. <ul style="list-style-type: none"> • Incorporate ICT throughout the curriculum as a support for student learning of 21st Century skills. <ul style="list-style-type: none"> • Ensure that the “taking action in the community’ is a component of all integrated units with a focus on the use of ICT tools to foster the connection. 	<ul style="list-style-type: none"> • Staff expertise is identified and shared across school. • Staff receive targeted and effective feedback regarding their professional teaching practice. • Staff are using the Essential Learning document to inform their planning and assessment. <ul style="list-style-type: none"> • Assessment is triangulated to determine student achievement. • All staff have identified a P&D goal that focuses on interpreting data. • Staff are familiar with and effectively use SPA. <ul style="list-style-type: none"> • Staff and students are familiar with how 21st Century skills can be demonstrated through the use of ICT. <ul style="list-style-type: none"> • The ‘taking action in the community’ is clearly identified in all team planners and is being implemented in all year levels.
<p>Year 4</p>	<p>1</p> <ul style="list-style-type: none"> • Use the cycle of assess/analyse/plan/teach/reflect to guide teaching interventions. • Staff to have the skills to independently interpret a wide range of data. • Data is used to inform teaching practices <ul style="list-style-type: none"> • Focus continues to be informed by DuFour’s model 	<p>1</p> <ul style="list-style-type: none"> • Teaching cycle is used to inform teaching interventions • Staff have develop high level skills in data interpretation and use these skills during PLC meetings. • Top 25% of students in Literacy and Numeracy have demonstrated 12 months growth in 12 months. • Leadership team continue to revisit PD in data literacy • All staff are proficient in data literacy <ul style="list-style-type: none"> • Intervention program is reviewed across school

	<ul style="list-style-type: none"> • Assessment schedule is embedded and used across the school • Resources are sufficient to enable high quality assessment practices. <ul style="list-style-type: none"> • New staff are connected with a mentor • Team Leaders support new staff <ul style="list-style-type: none"> • Policies are reviewed regularly as per policy review cycle • Learning walks are conducted termly with a focus on the Professional Development plan • Leadership Day in October has a focus on analysing whole school data to inform 2020 school decisions <p>2</p> <ul style="list-style-type: none"> • Continue focus of Visible Learning and Effective Teaching Strategies <ul style="list-style-type: none"> • Continue building staff teaching capacity through school-based coaching. • Ensure school-based coaching is sustainable. • Ensure staff expertise is identified and shared across school. • Professional Learning is informed by effective and regular staff feedback. • Essential learning document is implemented across the school. <ul style="list-style-type: none"> • Performance and Development cycle has a goal on interpreting data. • Staff are regularly informed on the new developments with 	<ul style="list-style-type: none"> • Assessment schedule is embedded and used across the school • Resources are sufficient to enable high quality assessment practices. <ul style="list-style-type: none"> • New staff are well supported and familiar with school operations and expectations. <ul style="list-style-type: none"> • All policies are reviewed according to policy review cycle • Learning walks focus on PD plan and provide effective and timely feedback to staff. • Leadership Day is used to plan for 2020 teaching structure. <p>2</p> <ul style="list-style-type: none"> • Staff participate in PD focusing on Visible Learning • Staff implement teaching approaches as identified through Visible Learning and Mazarno Effective Teaching Strategies. • PLT's focus on teaching strategies for top 25%. • Students in the top 25% achieve at least 1 year's growth in one year. • Staff teaching capacity through school-based coaching is continually improved and refined. • School-based coaching is sustainable into 2020. • Staff expertise is identified and shared across school. • Staff receive targeted and effective feedback regarding their professional teaching practice. Staff are using the Essential Learning document to inform their planning and assessment. <ul style="list-style-type: none"> • Assessment is triangulated to determine student achievement. • All staff have identified a P&D goal that focuses on
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	<p>SPA</p> <ul style="list-style-type: none"> • Assessment is triangulated to determine student achievement. • Continue to incorporate ICT throughout the curriculum as a support for student learning of 21st Century skills. • Continue to build a strong connection between the school and the community with a focus on students using their learning to support the community. 	<p>interpreting data.</p> <ul style="list-style-type: none"> • Staff are familiar with and effectively use SPA. • Staff and students are familiar with how 21st Century skills can be demonstrated through the use of ICT. • A strong connection between the school and local community agencies has been established with students connecting with the community to enhance their learning.
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Engagement		Key improvement strategies
Goals	To build student ownership of their learning.	<p>Build student ownership of their learning.</p> <ul style="list-style-type: none"> • Ensure high expectations for all with a whole school process for setting challenging goals and effective feedback for every teacher and student. • Build student voice and choice into curriculum, planning and student learning. • Implement and focus on <i>Visible Learning</i> (Peel back the curtain). • Ensure the recognition of effort for students and build a growth mind-set culture across the school • Ensure a stimulating learning environment so that learning is authentic and purposeful. <p>Build a guaranteed and viable curriculum.</p> <ul style="list-style-type: none"> • Review the essential learnings and explicit vocabulary to be taught in literacy and numeracy across the school. Embed quality ICT pedagogy and practice. • Include assessment. • Build the topic-based curriculum P-6 to reflect alignment with the school’s mission, vision and values. • Audit the curriculum to ensure the building of EQ capabilities is embedded.
Targets	<ul style="list-style-type: none"> • Kids Matters student surveys to show no student in the ‘no’ column in the area of Liking School. • Student opinion as expressed in the “Attitude to School Survey” scores in the Teaching and Learning variables of: <ul style="list-style-type: none"> ○ Learning Confidence ○ School Connectedness ○ Stimulating Learning ○ Student Motivation ○ Teacher Effectiveness ○ Teacher Empathy to be at or above State and Regional means with an improvement in each variable by a minimum of 0.25 points. • Staff opinion as expressed in the “School Staff Survey” scores in the Staff Trust and Teacher Collaboration variables to be at or above State Level. • Response rate from the Parent Opinion Survey to be at 60%. • Parent opinion as expressed in the “Parent Opinion Survey” scores in the Student Engagement variables of: <ul style="list-style-type: none"> ○ Student Motivation ○ School Connectedness to be within the fourth quartile. 	

	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Identify Essential Learnings across all curriculum areas and year levels. • Students receive explicit feedback with a focus on their learning goals. • Use of peer feedback is developed • Visible Learning continues to develop in all classes • Teacher content knowledge is developed with a particular emphasis on high achieving students and the corresponding content knowledge needed. • Collaborative Learning is investigated • Student Leadership, including JSC is refined and further developed • Staff focus on their teaching effectiveness as part of the PLT meetings. • Learning Intentions and Success Criteria are further explored and refined. • Leadership team explore Positive Psychology through participation in UMNOS • Revise Classroom Environment checklist 	<ul style="list-style-type: none"> • Essential Learnings are identified across all year levels and curriculum areas. • All staff are able to use effective feedback for student growth. • All staff operate classrooms that use key aspects of Visible Learning. • Student voice in being used to support classroom programs and the classroom environment with a focus on Year 5/6. • The leadership team have developed an understanding of Positive Psychology and have begun trialling some of the concepts in selected classrooms. • Classroom Environment checklist is revised, updated and in use in all classrooms.
Year 2	<ul style="list-style-type: none"> • Essential Learnings across all curriculum areas and year levels. • Students receive explicit feedback with a focus on their learning goals. • Use of peer feedback further developed • Visible Learning continues to develop in all classes • Teacher content knowledge is developed with a particular emphasis on high achieving students and the corresponding content knowledge needed. • Ensure that the Planning Cycle is used • Student voice in Years 5/6 is implemented • Plus 1 learning explored • Creating rubrics to further support student learning is explored. 	<ul style="list-style-type: none"> • Essential Learnings are identified across all year levels and curriculum areas. • All staff are able to use effective feedback for student growth. • All staff operate classrooms that use key aspects of Visible Learning. • Student voice in being used to support classroom programs and the classroom environment with a focus on Year 5/6. • The leadership team have developed an understanding of Positive Psychology and have begun trialling some of the concepts in selected classrooms. • Classroom Environment checklist is revised, updated and in use in all classrooms. • Start Up program is revised, updated and in use in all

	<ul style="list-style-type: none"> • Review and refine Start Up program with an emphasis on student voice and Kids Matters • Investigate 'growth mindset' through Positive Psychology • Non-negotiables are clearly identified and supported 	<p>classrooms.</p> <ul style="list-style-type: none"> • Positive Psychology is trialed in selected classrooms.
Year 3	<ul style="list-style-type: none"> • Revise Essential Learnings are revised and updated • Effective feedback is revised and further developed • Visible Learning continues to develop in all classes. • Students are supported to have an input into their learning • Students use rubrics and essential learnings to identify where they go to next in their learning. • Plus 1 learning explored • Creating rubrics to further support student learning is explored. • Continue to develop staff awareness of Positive Psychology and Kids Matters • ICT is incorporated throughout the curriculum as a support for student's learning. 	<ul style="list-style-type: none"> • Essential Learnings are evaluated and revised as needed. • All staff are able to use effective feedback for student growth. • All staff operate classrooms that use key aspects of Visible Learning. • Student voice in being used to support classroom programs and the classroom environment with a focus on Year 5/6. • Positive Psychology may be being used in classrooms depending upon 2017 trial.
Year 4	<ul style="list-style-type: none"> • Revise Essential Learnings are revised and updated • Effective feedback is revised and further developed • Visible Learning continues to develop in all classes. • Refine Integrated Scope and Sequence to include student voice and Essential Learnings. • Plus 1 learning explored • Creating rubrics to further support student learning is explored. • Continue to develop staff awareness of Positive Psychology and Kids Matters 	<ul style="list-style-type: none"> • Essential Learnings are evaluated and revised as needed. • All staff are able to use effective feedback for student growth. • All staff operate classrooms that use key aspects of Visible Learning. • Student voice in being used to support classroom programs and the classroom environment with a focus on Year 5/6. • Positive Psychology may be being used in classrooms depending upon 2017 trial.

Wellbeing		Key improvement strategies
Goals	To build the social emotional intelligence (EQ) capabilities of every student.	<p>Continue and expand the Kids Matter approach to student wellbeing.</p> <ul style="list-style-type: none"> • Focus on building the social and emotional learning of every student. • An agreed approach to the explicit teaching and building of EQ capabilities <p>Build the home / school partnership with parents and the community.</p> <ul style="list-style-type: none"> • Build the parent partnership to include the Kids Matter approach. Focus on parents as partners in student learning. • Continue to focus on and build parent and community connections through expanding reporting approaches and processes. • Address and monitor student attendance. • Continue the homework club.
Targets	<ul style="list-style-type: none"> • Kids Matters student surveys to show no student in the 'no' column in the areas of: <ul style="list-style-type: none"> ○ Feeling safe ○ Friends ○ Me • Student opinion as expressed in the "Attitude to School Survey" scores in the Student Relationships variables of: <ul style="list-style-type: none"> ○ Classroom Behaviour ○ Connectedness to Peers ○ Student Safety to be at or above State and Regional means with an improvement in each variable by a minimum of 0.25 points. • Staff opinion as expressed in the "School Staff Survey" scores in the Collective Efficacy and Professional Learning Overall variables to be at or above State Level. • Parent opinion as expressed in the "Parent Opinion Survey" scores in the Student Engagement variables of: <ul style="list-style-type: none"> ○ Connectedness to Peers ○ Student Safety ○ Classroom Behaviour to be within the fourth quartile. • Student absences across all year levels to be at or better than State level. 	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Review SEL Scope and Sequence • Ensure that the school is able to be accredited as a Kids Matters school 	<ul style="list-style-type: none"> • Kids Matters is clearly identified in Curriculum documents with consistency across all classes with teaching time allocation. • FNPS is accredited as a Kids Matters School

	<ul style="list-style-type: none"> Identify Lead Users of the Kids Matters Program. Continue to explore communication processes between the school and families and the school and the community. Implement the new reporting package. Develop and implement a policy on student attendance Ensure that the Homework Club continues and identified students are able to access the program. Investigate data analysis tools which will formulate student absence data once the students who have extended absences due to holidays which are greater than one month are taken into consideration.. 	<ul style="list-style-type: none"> Lead Users of Kids Matters are identified and led teams in the teaching of Kids Matters. Communication processes are updated and relevant recipients are able to communicate with the school promptly. Homework Club is operating and identified students are accessing the program. A data analysis tool has been identified and is being trialled in order to formulate student absence data that takes into consideration students who have extended absences.
Year 2	<ul style="list-style-type: none"> Ensure Kids Matters is in the FNPS Curriculum documents Continue to explore communication processes between the school and families and the school and the community. Reporting package is implemented and modifications from the 2016 reports are made. 	<ul style="list-style-type: none"> Kids Matters is clearly identified in Curriculum documents with consistency across all classes with teaching time allocation. Lead Users of Kids Matters are identified and led teams in the teaching of Kids Matters. Communication processes are updated and relevant recipients are able to communicate with the school promptly. Homework Club is operating and identified students are accessing the program.
Year 3	<ul style="list-style-type: none"> Revisit the program including the areas of success and areas of change. Continue to explore communication processes between the school and families and the school and the community. 	<ul style="list-style-type: none"> Kids Matters has been revised and modified for 2019 Lead Users of Kids Matters are identified and led teams in the teaching of Kids Matters. Communication processes are updated and relevant recipients are able to communicate with the school promptly. Homework Club is operating and identified students are accessing the program.
Year 4	<ul style="list-style-type: none"> Reflect, revise and update the Kids Matters Program Continue to explore communication processes between the school and families and the school and the community. 	<ul style="list-style-type: none"> Kids Matters has been revised and modified for 2020 Lead Users of Kids Matters are identified and led teams in the teaching of Kids Matters. Communication processes are updated and relevant recipients are able to communicate with the school promptly.

		<ul style="list-style-type: none">• Homework Club is operating and identified students are accessing the program.
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Productivity		Key improvement strategies
Goals	To maximise the use of the school resources to achieve the best possible outcomes for students.	<p>Build the capacity of the leadership team (guiding coalition) to lead school improvement.</p> <ul style="list-style-type: none"> • Provide professional learning opportunities to ensure the development of leadership, including professional learning team (PLT) leaders, across the school to lead the implementation of the schools priorities. Include team based learning and programs such as Bastow. • Build alignment and consistency across the school with coaching and targeted professional learning. • Ensure regular monitoring and evaluation whole-school practices <p>Develop and implement a monitoring and evaluation process of the school strategic plan.</p> <ul style="list-style-type: none"> • Ensure the guiding coalition monitors the resources allocated to achieve goals. • Adapt and reference workforce planning to meet the requirements and changing needs of the school strategic plan. • Ensure roles and responsibilities are aligned to the strategic plan. • Target professional learning and development – continuing the work of high quality PLT’s, coaching. • Ensure the continued implementation and monitoring of student learning and growth through the use of SPA.
Targets	<ul style="list-style-type: none"> • Staff opinion as expressed in the “School Staff Survey” scores in the School Climate, School Level Support, Renewal of knowledge and skills and Coherence of Professional Learning variables to be at or above State Level. • Parent opinion as expressed in the “Parent Opinion Survey” scores in the General Satisfaction variable to be within the fourth quartile. 	

	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Ensure allocation in SRP for funding for school to actively participate in the University of Melbourne Network of School 2015 group • Ensure funding in SRP to enable key staff to participate in the Melbourne University Teaching Academy research program • Ensure allocation in SRP for members of leadership team to participate in BASTOW leadership programs • Ensure allocation in SRT to enable leading teacher to work as a Teaching Fellow at Melbourne University in 0.5 time fraction. • Enable mentor program to operate with time allocation in weekly timetable. • Ensure succession planning across the school through time allocation to enable shadowing. • Ensure SRP resource allocation has as its major cost component the areas of Literacy and Numeracy. • Ensure that the SRP budget allocation is used so that all school programs can operate successfully with a particular focus on Literacy and Numeracy. • Coaching and Professional Learning are fully resourced through the SRP and programs are aligned across the school. • 2016 AIP is fully understood by all staff and implemented across the school. 	<ul style="list-style-type: none"> • School participates in Year 2 of UMNOS 15. • School actively participates in the University of Melbourne Teaching Academy research project. • Members of the leadership team participate in BASTOW programs • FNPS continues to be a hub school for the Masters of Teaching Program with Melbourne University. • The school mentor program has successfully operated across the school. • Staff have taken on leadership roles that correspond to the next level of seniority. • The SRP has used a significant proportion of the budget on Literacy and Numeracy. • Literacy and Numeracy programs and well-resourced. • Coaching has continued and Professional Learning programs reflect the 2016 AIP • 2016 AIP targets are met and 2017 AIP builds upon the 2016 AIP.
Year 2	<ul style="list-style-type: none"> • Ensure allocation in SRP for funding for school to actively participate in the University of Melbourne Network of School 2015 group • Ensure funding in SRP to enable key staff to participate in the Melbourne University Teaching Academy research program • Ensure allocation in SRP for members of leadership team to participate in BASTOW leadership programs • Ensure allocation in SRT to enable leading teacher to work as a Teaching Fellow at Melbourne University in 0.5 time fraction. • Enable mentor program to operate with time allocation in weekly timetable. 	<ul style="list-style-type: none"> • School participates in Year 2 of UMNOS 15. • School actively participates in the University of Melbourne Teaching Academy research project. • Members of the leadership team participate in BASTOW programs • FNPS continues to be a hub school for the Masters of Teaching Program with Melbourne University. • The school mentor program has successfully operated across the school. • Staff have taken on leadership roles that correspond to the next level of seniority.

	<ul style="list-style-type: none"> • Ensure succession planning across the school through time allocation to enable shadowing. • Ensure SRP resource allocation has as its major cost component the areas of Literacy and Numeracy. • Ensure that the SRP budget allocation is used so that all school programs can operate successfully with a particular focus on Literacy and Numeracy. • Coaching and Professional Learning are fully resourced through the SRP and programs are aligned across the school. • 2017 AIP is fully understood by all staff and implemented across the school. 	<ul style="list-style-type: none"> • The SRP has used a significant proportion of the budget on Literacy and Numeracy. • Literacy and Numeracy programs and well-resourced. • Coaching has continued and Professional Learning programs reflect the 2017 AIP • 2017 AIP targets are met and 2018 AIP builds upon the 2017 AIP.
Year 3	<ul style="list-style-type: none"> • Ensure allocation in SRP for funding for school to actively participate in the University of Melbourne Network of School 2015 group • Ensure allocation in SRP for members of leadership team to participate in BASTOW leadership programs • Ensure allocation in SRT to enable leading teacher to work as a Teaching Fellow at Melbourne University in 0.5 time fraction. • Enable mentor program to operate with time allocation in weekly timetable. • Ensure succession planning across the school through time allocation to enable shadowing. • Ensure SRP resource allocation has as its major cost component the areas of Literacy and Numeracy. • Ensure that the SRP budget allocation is used so that all school programs can operate successfully with a particular focus on Literacy and Numeracy. • Coaching and Professional Learning are fully resourced through the SRP and programs are aligned across the school. • 2018 AIP is fully understood by all staff and implemented across the school. 	<ul style="list-style-type: none"> • School participates in Year 3 of UMNoS 15. • Members of the leadership team participate in BASTOW programs • FNPS continues to be a hub school for the Masters of Teaching Program with Melbourne University. • The school mentor program has successfully operated across the school. • Staff have taken on leadership roles that correspond to the next level of seniority. • The SRP has used a significant proportion of the budget on Literacy and Numeracy. • Literacy and Numeracy programs and well-resourced. • Coaching has continued and Professional Learning programs reflect the 2017 AIP • 2018 AIP targets are met and 2019 AIP builds upon the 2018AIP.
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