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| **Strategic Plan 2016-2019**  **Coolaroo South Primary School 5554Macintosh HD:Users:janferguson:Desktop:coolaroo1.jpg** | **Endorsement**  Principal: Karen Nicholls Nov 8, 2016  School council Nicola Mundt Nov 8, 2016  Delegate of the  Secretary: [name] [date] | **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** |
| *A connected community, learning with purpose.* | *Learning*  *Respect*  *Safety* | *Coolaroo South’s community is diverse and draws from a wide range of socio economic and cultural backgrounds. The school enrolment is 260 primary aged children and 51 kindergarten aged children. The SFO is currently 0.86 with fluctuating enrolments due to the intake of new arrival and refugee families. The school population is transient with families moving in and out of the area throughout the school year due mainly to temporary housing arrangements.*  *The merger between both Coolaroo South and Dallas North Primary Schools has resulted in some inconsistent teaching practices, documentation of whole school practice, expectations and some inconsistent long term data. The school is also ready to create a new vision, values and mission that are representative of the new school moving forward.*  *Student attendance continues to be a significant challenge. Levels of student engagement are impacted by family violence, disadvantage and trauma. There are a high number of families attending the school who do not have a background of engagement with schools and difficulties with the English language prevents gaining a full understanding of the school’s processes. Communication and feedback to parents regarding student learning and the important role they play continues to be a challenge and the school aims to empower parents so that they are able to support their children with learning.* | ***Purpose***  *Coolaroo South Primary School aims to provide learning opportunities for parents and children from preschool to Year 6. We do this by promoting a collaborative approach with our community and being curious about better ways for students to achieve.* |
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| **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)** |
| **Achievement**  *To develop staff capacity and curiosity about better ways for all students to achieve, through the lens of learning with purpose.*  *To improve the growth of every student in Literacy and Numeracy.* | **Building practice excellence**  **Consistency in practice**  **Building leadership teams – professional leadership** | Whole school focus on English– pedagogy, best practice, consistent model K-6. Literacy coach.  Scheduled Professional Development for all staff with a focus on reading pedagogy   * The Big 5 * Consistent reading model * Reciprocal reading/literature circles * Learning intentions/success criteria   Continued development of writing scope and sequence with a focus on authentic writing.  Develop teacher-to-teacher support of the phonological awareness and OLaP programs.  Involvement in the network Community of Practice - Implementing a Reading Instructional Model.  Development of rich programs, which stimulate curiosity and engagement to cater for all students’ needs. (See Engagement section).  Provide PLT leaders with professional learning and release time for meetings.  Broaden the Peer Observations program to build teacher capacity.  Assessment and data K-6:   * Investigate another form of Literacy assessment for Prep to 2 and Years 3 to 6 * Assessment schedule revision * PLT’s using data for regular moderation * Effective use of student data management systems (SPA, Xuno and Google Docs) * Using multiple sources of data and pre and post testing to ensure triangulation of data | Reading model embedded into every classroom. Experienced teachers modelling and coaching.  Phonological Awareness strategies embedded in Prep and Year 1, 2017 and all junior school by 2019.  Annual Writers’ Festivals.  OLaP strategies embedded in Year 5 2017, and Years 3 – 6 by 2019.  Evidence in work program documentation   * CSPS reading model * Learning intentions/success criteria * Oral language programs   PLT leaders initiating focus/direction needs with the leadership team. Use of agendas, minutes, data discussion.  Peer observation scheduled into calendar including visits into other schools.  Staff collaborate and engage in robust conversations and use accurate data to devise appropriate reading learning goals for every student. Planning documents reflect the use of data.  Improvement in reading achievement levels across the school, including improvement in students working above year level. (more students excel??)  Assessment schedule devised and adhered to. |
| **Engagement**  *To develop a positive climate for learning and improve student voice and attendance through enhanced respectful relationships.* | **Community engagement in learning**  **Parents and carers as partners**  **Positive climate for learning** | Develop a whole school vision   * Use of a facilitator, whole staff sessions, focus groups, vision’s writing team, all stakeholders feedback   Development of rich programs which stimulate curiosity and engagement to cater for all student’s needs   * Low, average and high performers cohorts, including intervention programs * Use of ICT, with a focus on coding * The importance of play - playground engagement, Imagination Playground, employment of Play Therapist, Cat Sewell, in Playgroups to Year 6   Investment in playgroup/kinder   * Working with families, getting children ready for kindergarten and school, pre-school early intervention in Reading and Maths   Student voice   * Develop a shared understanding about engagement, high expectations and self motivation. * Conduct student engagement surveys annually across the school   Staff professional learning to develop Individual Learning Plans  Proven strategies to improve attendance to become more consistent.  Improved absence processes and accurate eCases management.  Community Hub- engaging families with student learning, eg. ‘Schooling in Different Cultures’.  Strengthen the home school partnership through more regular, informal communication with parents. | Distribute our vision, purpose and values to the school community -school signage, letterheads, newsletter, logo, advertising marketing, improved website.  Coding program through ScopeIT in Term 1 Years 1-6, 2016 – 2018.  Evidence of differentiation and effective grouping in classrooms.  Embedded use of ICT using new and existing technologies.  Literacy and Numeracy coaches’ involvement with pre school children and parents (Let’s Count, Let’s Read). Strong attendance by families.  Student empowerment   * Goal setting in curriculum areas, in parent feedback sessions, self evaluations, rubrics, student access to own data. * Student understanding of learning intentions and self assessing using success criteria * Student led forums and leadership programs. * Opportunities for parent involvement in classrooms each term, to share student achievement. * Improved student feedback results   Effective ILPs for low end intervention and above expected level achievers.  Improved attendance rates across the school  Improvement in Parent Opinion surveys, student surveys re programs, connectedness, and positive relationships. Improved communication between staff and families in the form of phone calls, meetings, invitations to classrooms, postcards. |
| **Wellbeing**  *To build positive mental health and well being by enhancing the resilience and safety of every member of the school community.* | **Parents and carers as partners**  **Outside agencies (ATAPS)** | Introduction of the DET Building Resilience program Kindergarten to Year 6.  Initiate a Community of Practice: Building Resilience (HCSC, CSPS, BVPS and BPS)  Scheduled professional development for all staff   * Inside and outside play – Cat Sewell * Imagination Playground – connecting to learning * Unpacking playground issues   Establish processes for following up student absences/attendance.  Devise a plan to communicate the importance of being at school  Reviewing school rights/values regularly | Establishment of a Scope and Sequence for Building Resilience Program  Accreditation as a KidsMatter school  Fewer incidents recorded through student management tool (Xuno)  Improvement in the yard experience for students and staff as assessed through Survey Monkey. |
| **Productivity**  *To optimise the allocation of resources to improve learning outcomes for students.* | **Strategic resource management** | Review the allocations of resources (human, financial, time, space and materials) and their impact on student learning outcomes  Refine, align and implement recommendations.  Structure the workforce plan to enable a higher level of teacher and student support.  Provision of programs to support specific needs eg. Speech Therapy, Educational Psychologist and other para professionals as required  Implementation of programs including   * Building Resilience Program * Stephanie Alexander Kitchen Garden Program * Coding Workshops * Writers’ Festival | Improved student achievement  Improved level of infrastructure  Parent, Student and Staff surveys   * Parent satisfaction with school improvement * Staff satisfaction with professional growth * Attitudes to School satisfaction with facilities/resources |