

# School Strategic Plan for Skye Primary School 2015-2018

<p>Endorsement by          School Principal</p>	<p>Signed.....</p> <p>Name: Chris Short</p> <p>Date.....</p>
<p>Endorsement by          School Council</p>	<p>Signed.....</p> <p>Name: Sharron Clover</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by          Regional Network          Representative</p>	<p>Signed.....</p> <p>Name: Dennis Pratt</p> <p>Date.....</p>



## School Profile

<b>Environmental Context</b>	<p>Skye Primary School is in the Southern Metropolitan Region and belongs to the Northern Peninsula Network of Schools. The school is in the outer south eastern suburb of Skye. Skye Primary School has been considered a semi-rural setting over the past years; however extensive housing development has occurred around the school over the recent years, with new housing development to the back and front of the school.</p> <p>The housing development surrounding Skye Primary School has increased our enrolment over the years from 421 students in 2005, 485 in 2011 and 523 in 2014. It is expected that our enrolments will continue to grow slightly in future years.</p> <p>The Student Family Occupation (SFO) density index has continued to fall slightly over the years, with it being at 0.52 in 2011 and now 0.58 in 2014. Approximately 35% of students receive the Educational Maintenance Allowance; this has remained steady over the past four years.</p> <p>The school has a very low proportion of students where one or more parents/guardians speak a language other than English at home. Currently 6 students are funded by the Program for Students with Disabilities and 10 students have an Indigenous Australian heritage.</p> <p>The staff comprise of a Principal, 2 Assistant Principals with key responsibilities of Whole School Learning and Teaching and Student Well Being, and a 1.0 equivalent full time Leading Teacher with the key responsibility of Information and Communications Technology (ICT). Skye Primary School does have a mix of Graduate, Accomplished and Expert Teachers; however, the teaching staff is made up of a larger number of Expert Teachers than in the previous Strategic Plan. Non-teaching staff includes 4.3 Effective Full Time teacher aides and three Office Administration staff.</p> <p>Our 24 classes are organised into straight Prep grades followed by composite classes including 1/2, 3/4 and 5/6. Specialist programs are offered in Physical Education P - 6, Visual Art P – 6, Science 3 – 6 and Performing Arts P – 2. Classes complete Cultural Units of work within their Inquiry Learning. We currently have one teaching member (0.7) ES staff member (0.6) in the role of Literacy Support.</p> <p>Until 2010 most classrooms were organised along traditional lines with some rooms being able to open a dividing wall to enable two groups to work together. Since 2010 with funding through the BER and National School's Pride money, the 3/4s and 5/6s learning environments consist of open collaborative learning environments. Four 1/2 classrooms have flexible dividing doors between them that also allow for collaborative learning environments.</p>
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<p><b>Vision</b></p>	<p>All students at Skye Primary School will be literate, numerate, creative and socially responsible community members.</p> <p>Our students will be supported and challenged to achieve their full potential. Students will be enabled to develop self-confidence, resilience and respect for all.</p> <p>We are about building students who are effective life-long learners, 21<sup>st</sup> Century Learners. Our students will learn through, and create with, contemporary technologies. Our students will be able to communicate their learning in creative and effective ways to broad audiences within their local and global communities.</p>
<p><b>Values</b></p>	<p><b><u>Values of Learning &amp; Teaching</u></b></p> <p>Skye Primary School promotes and values:</p> <ul style="list-style-type: none"> <li>• High level literate and numerate students</li> <li>• Creative design, critical and analytical thinkers</li> <li>• High level Personal and Interpersonal skill development</li> <li>• Students connecting with their communities and global interaction</li> <li>• Students learning through and showing learning using high level Information Technology</li> </ul> <p><b><u>Values of Student Well Being</u></b></p>

	<b>Goals</b>	<b>Targets</b>
<b><i>Student Learning</i></b>	To build student outcomes in Numeracy and Literacy.	<p><b><u>Teacher Judgements</u></b></p> <ul style="list-style-type: none"> <li>• All students to make 12 months academic growth within a school year</li> <li>• To maintain a 35% average of students achieving an A or B.</li> </ul> <p><b><u>NAPLAN – YEAR 3</u></b></p> <ul style="list-style-type: none"> <li>• All Year 3 students to be working at or above National Minimum Standard</li> <li>• Year 3 Reading &amp; Writing to maintain a 35% average of students achieving at Bands 5 &amp; 6</li> <li>• Year 3 Number to maintain a 35% average of students achieving at Bands 5 &amp; 6</li> </ul> <p><b><u>NAPLAN – YEAR 5</u></b></p> <ul style="list-style-type: none"> <li>• All Year 5 students to be working at or above National Minimum Standard</li> <li>• Year 5 Reading &amp; Writing to maintain a 35% average of students achieving at Bands 7 &amp; 8</li> <li>• Year 5 Number to maintain a 35% average of students achieving at Bands 7 &amp; 8</li> <li>• For Year 5 matched cohort student NAPLAN data to reflect 2 year growth from Year 3</li> </ul> <p><b><u>NAPLAN – YEAR 7</u></b></p> <ul style="list-style-type: none"> <li>• For Year 7 matched cohort student NAPLAN data to reflect 2 year growth from Year 5</li> </ul>

<p><b><i>Student Engagement</i></b></p>	<p>To embed Whole School Inquiry Vision P – 6 that places students at the centre of their own Inquiry learning.</p>	<p><b><u>Tell Them From Me Survey Data</u></b></p> <ul style="list-style-type: none"> <li>• The ‘Tell Them From Me’ Survey data reflects.....</li> </ul>
<p><b><i>Student Well Being</i></b></p>	<p>To develop a consistent Whole School and restorative school culture that fosters positive and productive yard and classroom learning environments.</p>	<p><b><u>Parent Opinion Survey Data</u></b></p> <p><b><u>Tell Them From Me Survey Data</u></b></p> <p><b><u>School –Based Classroom Withdrawal Data</u></b></p> <p><b><u>Student Attitudes to School Survey Data</u></b></p>
<p><b><i>Productivity</i></b></p>		

## School Strategic Planner 2015- 2018

Key Improvement Strategies	Actions	Achievement Milestones (Changes in practice and behaviours)
<p><b>Student Learning:</b></p> <p>Key Improvement Strategies -</p> <ul style="list-style-type: none"> <li>• <i>Build teacher capacity that promotes effective learning and teaching and that results in improved outcomes in Literacy and Numeracy.</i></li> <li>• <i>Strengthen school curriculum planning to ensure alignment of Learning and Teaching vision, curriculum and whole school best practice throughout the school.</i></li> <li>• <i>Embed collective accountability for the assessment and systematic use of data to monitor the progress of individual students, cohorts of students, and the school as a whole.</i></li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Full implementation of <i>Teaching Readers Learning and Teaching Policy</i></li> <li>• Building Language, Literature and Literacy – AusVELS Modes of Literacy</li> <li>• Continue to review and refine whole school approach for explicit learning and teaching of Reading Comprehension</li> <li>• Utilisation of unpacking NAPLAN to assist in further identification of Reading Comprehension needs at a whole school level</li> <li>• Building staff capacity</li> </ul> <p><u>Writing</u></p>	<p>At the end of the Strategic Plan period all classroom teachers will reflect embedded explicit planning and literacy practices implementing the Whole School approach to ‘Teaching Readers’</p> <p>At the end of the Strategic Plan period a whole school explicit approach to building Language, Literature and Literacy outlining links within Reading, Writing and Speaking &amp; Listening will be evident in whole school documentation, level planning, individual teacher weekly planners and daily classroom practice.</p> <p>Throughout every year of the School Strategic Plan period classroom teachers will reflect embedded explicit literacy practices implementing the Whole School Reading Comprehension teaching approach in their classrooms.</p> <p>Throughout every year of the School Strategic period classroom teachers will reflect on individual student learning goals &amp; learning &amp; teaching needs utilising multiple sources of data.</p>

	<ul style="list-style-type: none"><li>• Whole School pedagogy review and development</li><li>• Building staff capacity</li></ul>	<p>At the end of the Strategic Plan period a whole school explicit approach to building the planning and teaching of Writing will be developed and evident in whole school documentation, level planning, teacher weekly planners and daily classroom practice.</p> <p>At the end of the Strategic Plan period a whole school explicit approach to building Language, Literature &amp; Literacy outlining links within Reading, Writing and Speaking &amp; Listening will be evident in whole school documentation, level planning, individual teacher weekly planners and daily classroom practice.</p> <p>At the end of the 2015 the Teaching Writers Learning &amp; Teaching Policy will be initially developed and the Whole School Writing Moderation process will be embedded in yearly teacher practice.</p> <p>Throughout every year of the School Strategic period classroom teachers will reflect on individual student learning goals &amp; learning &amp; teaching needs utilising multiple sources of data.</p>
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	<p><u>Numeracy</u></p> <ul style="list-style-type: none"> <li>• Continue to build and develop teacher knowledge, skills and understandings of and within our Whole School Teaching Maths Pedagogy</li> <li>• Building staff capacity</li> </ul>	<p>Throughout every year of the School Strategic period classroom teachers will plan, teach and assess – working towards embedding best practice according to the Whole School Maths Learning and Teaching planners and pedagogy.</p> <p>Throughout every year of the School Strategic period classroom teachers will reflect on individual student learning goals &amp; learning &amp; teaching needs utilising multiple sources of data.</p>
<p><b>Student Engagement:</b></p> <p>Key Improvement Strategies –</p> <ul style="list-style-type: none"> <li>• <i>Review student centric and personalised learning with a focus on connecting school beliefs, aims and Inquiry Curriculum that places students at the centre of their own learning within our Whole School Inquiry Learning Model.</i></li> </ul>	<p><u>Whole School Inquiry</u></p> <ul style="list-style-type: none"> <li>• Embed Whole School Inquiry Vision – review student centric personalised learning with a focus on connecting school beliefs, aims and Inquiry Curriculum</li> </ul> <p><u>Focus on building and developing the elements within our inquiry vision including:</u></p> <ul style="list-style-type: none"> <li>• Creative design &amp; critical thinkers</li> <li>• Personal Learning</li> <li>• Interpersonal Development</li> <li>• Connected Communities &amp; Global Interaction</li> <li>• Information Technologies</li> </ul>	<p>At the end of the School Strategic Plan period school documentation and classroom practice will reflect explicit and clear links in the learning and teaching focus areas from within the school Inquiry vision.</p>

	<ul style="list-style-type: none"><li>• Collaborative Learning - review, unpack, develop and build pedagogy that promotes collaborative learning environments and effective use of space</li><li>• Collaborative Teaching - review, unpack, develop and build learning and teaching pedagogy that promotes collaborative teaching – Co-Teaching; utilisation of resource ‘A Guide to Co-Teaching’</li></ul>	<p>At the end of the School Strategic Plan period a whole school language &amp; understanding, documentation and consistent approach to utilising a Co-Teaching approach will be effectively used as a school wide teaching pedagogy.</p>
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<p><b>Student Well Being:</b></p> <p>Key Improvement Strategies –</p> <ul style="list-style-type: none"> <li>• <i>Build teacher capacity that promotes effective student well-being and best practice student behaviour management that fosters a positive learning environment</i></li> <li>• <i>Strengthen school curriculum planning and documentation to ensure alignment of Student Well Being practice, school beliefs and programs throughout the school</i></li> <li>• <i>Establish collective accountability for the recording, tracking and monitoring of student well-being progress of individual students, cohorts of students and the school as a whole</i></li> <li>• <i>Build community knowledge and awareness of whole school beliefs and practice, communication and positive proactive parental involvement across the school</i></li> </ul>	<p><u>Overall School Culture – Leadership</u></p> <ul style="list-style-type: none"> <li>• Whole School Practice Review and Development</li> <li>• Develop whole school documentation and practice that outlines the connections and links within Skye Primary School that connect, to build, support and promote a positive school culture</li> <li>• Building staff capacity</li> <li>• Student Well Being Team</li> </ul> <p><u>Overall School Culture – School Community</u></p> <ul style="list-style-type: none"> <li>• Community knowledge and awareness</li> <li>• Parental communication</li> <li>• Parental Involvement</li> </ul>	<p>At the end of 2015 a whole school language &amp; understanding, documentation and consistent approach to student well being will be established and evident in teacher practice within the classroom and playground.</p> <p>At the end of the Strategic Plan period a whole school understanding, approach and documentation linking the student well being elements within Skye Primary School will be documented and embedded in whole school practice.</p> <p>At the end of the Strategic Plan period the Student Well Being team will have completed all strategic plan foci and the school have developing or embedded practice.</p> <p>At the end of the Strategic Plan period parent community surveys and feedback will reflect positively in the areas of community knowledge and awareness of whole school beliefs and practice, communication and positive proactive parental involvement across the school.</p>
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	<p><u>Classroom Environment</u></p> <ul style="list-style-type: none"> <li>• Build, develop and support staff capacity in teacher knowledge, skills and understandings of best practice that fosters a positive and productive learning environment</li> <li>• Develop and embed whole school language and best practice utilising Restorative Practice that fosters a positive and productive learning environment for all</li> </ul> <p><u>Playground Environment</u></p> <ul style="list-style-type: none"> <li>• Build, develop &amp; support staff capacity in teacher knowledge, skills &amp; understandings of best practice in student well being and student behaviour management that fosters a positive yard environment enabling all students to feel safe and engage in positive play</li> <li>• Use the student behaviour tracking data base to assess the social needs of students</li> <li>• Develop positive support structures, programs and documentation that support positive interpersonal skill development enabling positive social relationships in the playground environment</li> </ul>	<p>At the end of the Strategic Plan period staff will reflect embedded best practice in student well being and student behaviour management that fosters a positive and productive learning environment.</p> <p>At the end of the Strategic Plan period staff will reflect embedded best practice in student well being and student behaviour management that fosters a positive yard environment.</p> <p>At the end of 2016 use of the student behaviour tracking data base to assess and provide support for social needs of students will be embedded.</p> <p>At the end of the strategic plan period explicit support structures, programs and documentation will be embedded within whole school practice that enables positive support of student needs in the playground environment.</p>
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	<p><u>Proactive Support Structures</u></p> <p><u>Attendance</u></p> <ul style="list-style-type: none"> <li>• Develop consistent tracking and support structures that promote improved school attendance</li> <li>• Promote positive school attendance within and across the parent, teacher and student community</li> </ul> <p><u>Transitions</u></p> <ul style="list-style-type: none"> <li>• Develop a School Transition Survey to measure connectedness to school for new students to school</li> <li>• Use the student behaviour tracking data base to assess the social needs of new students to school</li> </ul> <p><u>Proactive Support</u></p> <ul style="list-style-type: none"> <li>• Develop, embed and continue proactive support programs and structures that promote and support student well being within the classroom and playground environments.</li> <li>• Build into the termly / yearly calendar whole school student well being events promoting connectedness to school, positive relationships and a positive school culture.</li> </ul>	<p>Consistent tracking, monitoring, promoting and celebrating of improved student attendance will be evident across the school.</p> <p>By the end of 2015 a School Transition Survey and use of student behaviour tracking data base will be implemented and embedded in practice to support new students to school.</p> <p>At the end of the strategic plan period explicit support structures, programs and documentation will be embedded within whole school practice that enables positive support of student needs in the classroom and playground environment.</p> <p>By the end of 2016 termly / yearly calendar events will be structured within whole school activities that promote connectedness to school, positive relationships and a positive school culture.</p>
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<p><b>Productivity:</b></p> <p>Key Improvement Strategies –</p>		
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Please note:

- Student Learning & Student Engagement – further details of Skye Primary School’s Key Improvement Strategies can be found in the 2015 – 2018 Learning & Teaching Strategic Plan
- Student Well Being – further details of Skye Primary School’s Key Improvement strategies can be found in the 2015 – 2018 Student Well Being Strategic Plan