



School Strategic Plan for Reservoir Views Primary School Number 5523 2016 - 2019

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Karen Rush</p> <p>Date 17.03.2016</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Warwick Smith</p> <p>Date 17.03.2016</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 Graeme Stevenson</p> <p>Date 17.03.2016</p>

School Profile

<p>Purpose</p>	<p>To provide excellent educational opportunities in a stimulating, safe, nurturing environment and to instill a love of learning, celebrating effort and achievement in the belief that all students can thrive and lead productive and fulfilling lives.</p> <p><i>At Reservoir Views Primary School we believe in putting the students at the centre of all our work. All our staff work to ensure that each child receives the educational experiences that will allow them to flourish in whatever path they choose to follow.</i></p> <p><i>We are committed to providing our students with the skills and attitudes that will be needed in their future. We have a strong focus on developing their literacy and numeracy skills as well as deepening their curiosity, knowledge and understanding of the world around them.</i></p>
<p>Values</p>	<p>Respect (<i>esteem, consideration, dignity, kindness, fairness</i>) We accept people for whom they are and treat them in a way that we want to be treated. We rely on everyone to do the right thing. We show consideration and care towards each other.</p> <p>Resilience (<i>guts, grit, determination, vitality, flexibility, heart, tolerance</i>) We build self-esteem and social skills which enable children to be able to work and play happily within the school community.</p> <p>Love of Learning (<i>curiosity, study, information, culture</i>) We are curious about learning new things, and our learning and teaching environment creates lifelong independent learners.</p> <p>These values support our students in becoming positive young people within our immediate and broader community.</p>

<p>Environmental Context</p>	<p>Reservoir Views Primary School was established at the beginning of 2009 as the result of a merger between Burbank Primary School and Keon Park Primary School. This merger was in community response to declining enrolments and the effect that this trend would have on the provision of a comprehensive curriculum for students into the future. Enrolments have declined since the merger. Ensuring a high quality teaching and learning program is in place is essential in order to attract future enrolments.</p> <p>The school’s new buildings (which replaced the original Keon Park facilities) have been designed based on current research to promote collaborative teaching and learning.</p> <p>The school is located in a changing socio-economic geographical area with an SFO of 0.65 and SFOE index of 0.51. The school SFO has been variable in recent years and analysis indicates that this could be declining. A statistically significant number of families have post-secondary school qualifications, many of these qualifications gained overseas.</p> <p>With many nationalities represented from across Asia, Middle East, Europe and Australia the school has a diverse cultural and ethnic population. This includes a growing number of refugee families and international fee-paying families.</p> <p>The school has in recent years experienced increased mobility of enrolments and this can negatively impact on student outcomes and connectedness to school. Rising property prices and the redevelopment of single home sites to multi-townhouse accommodation may impact on future enrolments.</p> <p>While learning is our core business our cultural diversity together with the challenges arising from the socio-demographic status of our community means that the school has to address a range of well-being issues with our students as a pre-condition for learning to take place.</p> <p>A number of changes to the leadership of the school have occurred during the review period. A new Principal and Leading Teacher have been appointed, joining the current Assistant Principal in leading the school. Senior teachers have taken up greater leadership roles throughout the period, leading to a strong leadership team committed to a distributed leadership model. The staffing mix is balanced across graduates, accomplished and experienced teachers.</p>
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Service Standards	<p>Our school:</p> <ul style="list-style-type: none">• fosters close links with families, caregivers and the broader school community through its commitment to open and regular communications;• commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan;• guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life;• provides a safe and stimulating learning environment to ensure all students can achieve their full potential;• ensures all students will receive instruction that is adapted to their individual needs.
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Achievement		Key improvement strategies
Goal	Improve and maximise student learning across the whole curriculum with an emphasis on Literacy and Numeracy.	Develop an agreed approach to teaching and learning Establish teacher collaboration and reflective practice
Targets	<p>Every student to achieve at least one year's growth in learning (as measured by the AusVELS/Victorian Curriculum) during each school year.</p> <p>Increased % of students in the top 2 bands in all literacy and numeracy domains in NAPLAN from previous year.</p> <p>Increase the proportion of students making high relative NAPLAN gain from Year 3 to Year 5</p> <p>The School Staff Survey Overall Score for School Climate and Professional Learning will be at or above the state mean.</p>	Use assessment and data to inform planning
Theory of action	<i>When teachers deploy the Curiosity and Powerful Learning theories of action consistently and well across the school, commit to professional learning in teams, and use data to drive our teaching and maximise knowledge growth, then every student will make significant progress in fulfilling their potential in all areas of endeavour every year.</i>	
	Actions	Success criteria
Year 1	<ol style="list-style-type: none"> 1. Through professional learning, build teacher capacity to plan, teach and assess Reading. 2. Develop and document consistent teaching of reading protocols, 	<ol style="list-style-type: none"> 1. Teachers plan, teach and assess Reading with confidence as evidenced in Reading Planners, two observations of practice, and student learning growth in Fountas and Pinnell running records data. 2. Reading planners and lessons show consistent use of reading

	<p>including: all lessons have a clear learning intention and success criteria in the reading planner and on the wall; two teaching groups for reading every reading session; critical assessment of reading progress undertaken regularly; learning tasks are differentiated to meet the learning level of all students, (<i>Powerful Learning School Improvement Initiative</i>).</p> <ol style="list-style-type: none"> 3. Individual learning plans are developed for students who require them. 4. Develop common English and Maths planning templates with the expectation that all teachers use these consistently. 5. Teams of teachers plan English and Maths programs, and analyse English and maths assessment data together every fortnight. 6. Build teacher understanding and skills in developing and using learning intentions and success criteria, lesson narrative, and appropriate pace in all Reading and Maths lessons. (PFD) 7. Undertake an audit of the data literacy skills of teachers to identify areas where professional learning can support strengthened data literacy capacity. 	<p>protocols from Term 2 onwards.</p> <ol style="list-style-type: none"> 3. Individual learning plans developed, adapted and show progress and achievement of key learning goals. 4. All teaching teams use common English planning templates from Term 2 onwards. 5. Teams meet and plan at least once per week during common planning time; Team English and Maths planners documented and student learning progress tracked in common assessment sets. 6. Learning intentions and success criteria written in all reading and maths plans and visible in class area. Students and teachers can articulate what the learning intentions and success criteria are for each reading session. Reading and maths weekly plans clearly show the lesson narrative. Lesson pace is appropriate as evidenced by observations of practice. 7. Data literacy audit completed and teacher professional learning undertaken to address teacher data literacy needs.
Year 2	<ol style="list-style-type: none"> 1. Develop teacher knowledge and application of the Victorian Curriculum. (PFD) 	<ol style="list-style-type: none"> 1. All curriculum planning and assessment undertaken references the Victorian Curriculum, as evidenced in planning documents.

	<ol style="list-style-type: none"> 2. Develop an appropriate Inquiry learning scope and sequence plan based on the Victorian Curriculum. 3. Through professional learning and drawing on the Powerful Learning strategies re Questioning and Inquiry, build teacher capacity to plan, teach and assess core aspects of the curriculum using an Inquiry model. 4. Teams of teachers plan Inquiry programs, and analyse student progress against identified outcomes using differentiated common assessment tasks every fortnight. 5. Develop consistent teaching and learning protocols for Inquiry Focused teaching, (Powerful Learning School Improvement Initiative: whole school Theory of Action) 6. Develop consistent whole school planning templates for inquiry learning that reference the Victorian Curriculum. 7. Establish, resource and timetable structured developmental play sessions for P – 2 students to enhance oral language and social development skills. 	<ol style="list-style-type: none"> 2. An Inquiry learning scope and sequence plan written and implemented by Term 2. 3. Teachers plan, teach and assess inquiry learning with confidence as evidenced in Inquiry Planners, two observations of practice, and student learning growth recorded and shown in pre and post test data. 4. Teams meet at least once per week during common planning time to analyse student progress against Inquiry outcomes. 5. All teachers know and demonstrate consistent teaching and learning protocols in planning documents and in observations of practice. 6. All classroom teachers use common Inquiry planning templates from Term 2 onwards. 7. P – 2 teachers plan in teams weekly purposeful developmental play sessions and assess students’ oral language and social skills.
Year 3	<ol style="list-style-type: none"> 1. Through professional learning, build teacher capacity to plan, teach and assess Spelling. 2. Develop and document consistent teaching of spelling protocols, including: a whole school spelling benchmark system; all lessons have a clear learning intention and success criteria in the planning 	<ol style="list-style-type: none"> 1. Teachers plan, teach and assess Spelling with confidence as evidenced in planning documents, two observations of practice, and student learning growth in the whole school spelling benchmark assessment system, eg. Single Word Spelling Test. 2. English planners and lessons show consistent use of spelling protocols from Semester 2 onwards.

	<p>and visible in the room; regular, planned explicit teaching of spelling strategies; critical assessment of spelling progress undertaken regularly; learning tasks are differentiated to meet the learning level of all students, (<i>Powerful Learning School Improvement Initiative</i>).</p> <p>3. Investigate and establish a student learning data management system (eg. Student Performance Analyser) to store whole school data.</p>	<p>3. Whole school data management system established with all student data uploaded and analysed regularly by teachers.</p>
Year 4	<p>1. Collect and analyse school data to prepare for School Review.</p>	<p>2. Data reviewed in preparation for School Self Evaluation and School Review.</p>

Engagement		Key improvement strategies
Goal	To ensure that students are engaged in their learning and feel connected to their school.	
Targets	<p>Student Attitude to School Survey Scores to be at or above state mean for learning confidence, stimulating learning, teacher empathy, and teacher effectiveness.</p> <p>Parent Opinion (PO) Survey General satisfaction, social skills, and transition to be at or above the state mean</p> <p>Attendance Improve student attendance to be at or above the state mean</p>	<p>Ensure that teachers have a working knowledge of the Victorian Curriculum, and can effectively use teaching strategies that address the full range of student learning needs and interests of boys and girls.</p> <p>Build staff capacity to better engage with the community.</p> <p>Investigate ways to develop parent expertise and encourage greater involvement in their children’s learning.</p>
Theory of action	<i>When the backgrounds, prior experiences, and interests of students are included in planning for learning, then achievement, curiosity and engagement in learning will be enhanced.</i>	<p>Identify authentic and differentiated opportunities for students to provide feedback on their learning</p>
	Actions	Success criteria
Year 1	<p>1. Through targeted professional learning, build teacher understanding and skills</p>	

	<p>in developing and using learning intentions and success criteria, lesson narrative, and appropriate pace in at least all Reading and Maths lessons, (<i>Powerful Learning strategies</i>).</p> <ol style="list-style-type: none"> 2. Introduce consistent models of practice to ascertain student interest and knowledge prior to teaching, eg KWL charts, and use this information to inform planning, teaching and assessment. 3. Introduce authentic leadership opportunities across the school through establishing a student-led assembly on Monday morning, and student learning expos at the end of every term (by end Semester 1). 4. Establish a Junior School Representative Council with clear roles and responsibilities. 5. Develop parent understanding and skills in student learning through providing classroom helpers training. 6. Update school Attendance Policy and implement a whole school consistent approach to attendance by end Semester 1. 7. Develop connections with the community, particularly pre-school settings that feed into school: host pre-school visits, supply with school information and marketing material, redevelop school website, and promote school open day. 	<ol style="list-style-type: none"> 1. Learning intentions and success criteria written in all reading and maths plans and visible in class area. Teachers can articulate what the learning intentions and success criteria are for each reading and maths session. Reading and maths weekly plans clearly show the lesson narrative. Lesson pace is appropriate as evidenced by observations of practice. Students can articulate their learning goals and/or learning intentions and describe their progress towards achieving them (feedback). 2. Models of practice to gauge student interest and prior knowledge are used to plan, teach and assess student learning. 3. Students have an increased presence and authentic roles in school life and decision-making processes, eg. assembly and learning expos. 4. Junior School Council with roles and responsibilities established. 5. Improved parent understanding of how to assist children learning through participation in helper training and assisting in classroom programs. 6. Attendance Policy and procedures established, and absence rates reduced from 2015 level. 7. Pre-school settings have visited, new website and school information and open day have strengthened
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		community connections.
Year 2	<ol style="list-style-type: none"> 1. Develop teacher expertise in assessment for / of learning: what students can do, say, make and write to demonstrate skills and understanding. 2. Review current Student Report system and adapt to meet Victorian Curriculum requirements. 3. Develop teacher knowledge of the Victorian Curriculum (the what) and how to use this to promote curiosity. 4. Seek opportunities for students to participate in Arts-based learning, eg. music, literature, theatre. 5. Ensure attendance procedures are part of induction process for new staff, students and parents. 	<ol style="list-style-type: none"> 1. Teachers assess for /of learning each week using the do, say, make and write model of practice. 2. Student Reports written using Victorian Curriculum. 3. Teachers plan sequences of learning that reference the Victorian Curriculum and explicitly promote curiosity. 4. Students have increased participation in Arts-based learning programs. 5. Reduced unexplained absence rates compared to 2016.
Year 3	<ol style="list-style-type: none"> 1. Offer to parents educational experiences at school that promote our learning approaches, eg Open Day, Family Maths / Science Evenings during Education Week. 2. Through professional learning, develop teacher expertise in the Powerful Learning strategies regarding Feedback and Cooperative Groups. 	<ol style="list-style-type: none"> 1. Increased parent participation and teacher facilitation at school events. 2. Teachers use explicit Feedback strategies; planners include cooperative group organisation and learning tasks
Year 4	<ol style="list-style-type: none"> 1. Review engagement data in preparation for School Self Evaluation and School Review. 	<ol style="list-style-type: none"> 1. Data reviewed in preparation for School Self Evaluation and School Review.

Wellbeing		Key improvement strategies
Goal	Ensure the provision of a positive, safe and stimulating learning environment that develops resilience and wellbeing.	Develop consistent processes and programs that support the mental health, and general wellbeing of all students.
Targets	<p>Student Attitude to School Survey Scores to be at or above state mean for classroom behaviour, student safety, student distress, student morale, school connectedness, and connectedness to peers.</p> <p>Parent Opinion (PO) Survey General satisfaction, student safety, and school connectedness to be at or above the state mean</p> <p>Attendance Improve student attendance to be at or above the state mean</p>	
Theory of action	<i>When we prioritise high expectations and authentic relationships, and are consistent with our processes and actions across the school, then students know what is expected, experience trust and security, and are therefore more open to learning.</i>	
	Actions	Success criteria
Year 1	<ol style="list-style-type: none"> 1. Appoint a Student Wellbeing Coordinator, and PATHS Coordinator and develop role statements for each role. 2. Teachers plan weekly lessons and assess student social and emotional learning utilising the Promoting Alternative Thinking Strategies (PATHs) Program, with a particular focus on developing resilience strategies. 3. Ensure all staff understand the school approach to wellbeing. 	<ol style="list-style-type: none"> 1. PATHS and Student Wellbeing Coordinators appointed and role statements developed. 2. Student social and emotional learning, including resilience, sessions planned and evidenced in term and weekly planning documents, and progress reported on in Student Reports. 3. All staff demonstrate a common approach to student wellbeing processes, evidenced by reduced student exclusions. 4. Student Engagement and Wellbeing Policy updated and communicated to the

	<ol style="list-style-type: none"> 4. Review and update the Student Engagement and Wellbeing Policy. 5. Conduct regular parent-teacher meetings for students with an individual learning and/or plan. 6. Introduce and promote extra-curricular activities to support learning and inclusion. 	<p>community.</p> <ol style="list-style-type: none"> 5. Regular parent-teacher meetings conducted for students with an individual learning and/or plan. 6. Extra-curricular activities implemented throughout the year.
Year 2	<ol style="list-style-type: none"> 1. Develop a means to measure PATHs effectiveness across P - 6. 2. Develop teacher knowledge of wellbeing aspects of the Victorian Curriculum and include in team planning and assessment documents. 	<ol style="list-style-type: none"> 1. PATHs effectiveness measured P-6. 2. Teacher plans include wellbeing outcomes drawn from Victorian Curriculum.
Year 3	<ol style="list-style-type: none"> 1. Teachers plan weekly lessons and assess student social and emotional learning utilising the Promoting Alternative Thinking Strategies (PATHs) Program, with a particular focus on developing resilience strategies. 2. Ensure all staff understand the school approach to wellbeing. 	<ol style="list-style-type: none"> 1. Student social and emotional learning, including resilience, sessions planned and evidenced in term and weekly planning documents, and progress reported on in Student Reports. 2. All staff demonstrate a common approach to student wellbeing processes, evidenced by reduced student exclusions.
Year 4	<ol style="list-style-type: none"> 1. Review wellbeing data in preparation for School Self Evaluation and School Review. 	<ol style="list-style-type: none"> 1. Data reviewed in preparation for School Self Evaluation and School Review.

Productivity		Key improvement strategies
Goal	To ensure consistency and alignment of all aspects of school operations and resource allocation that result in sustained improvement in student learning and well being	Priority given in whole school budget to Strategic Plan and Annual Implementation Plan goals.
Targets	<p>The School Staff Survey Overall Score for School Climate and Professional Learning will be at or above the state mean.</p> <p>Successful allocation and expenditure of program budgets.</p> <p>Parent Opinion (PO) Survey General satisfaction to be at or above the state mean.</p>	<p>Ensure learning spaces across the school enable and promote collaborative teaching and learning.</p> <p>Develop a whole school professional learning plan that aligns school improvement goals and staff performance and development goals.</p>
	Actions	Success criteria
Year 1	<ol style="list-style-type: none"> 1. Review school processes to ensure common understandings and expectations roles and responsibilities. 2. Communicate the school vision and develop a school narrative to ensure the whole community are committed to achieve school goals. 3. Build teacher capacity to work collaboratively within a shared practice framework: shared use of learning spaces, utilising common planning time, team teaching, and feedback through observations of practice. 4. Develop a whole school learning plan that aligns school improvement goals and staff performance and development goals 5. Staff professional learning in understanding the School Staff Survey elements, in particular, trust and collaboration. 	<ol style="list-style-type: none"> 1. Roles and responsibilities documented and owned by all staff. 2. School community understand the school vision and narrative and are committed to achieve school goals. 3. Increased staff collaboration and effectiveness evident in shared use of learning spaces, teaching and planning, and in observations of practice. 4. Whole school learning plan developed and aligned with school improvement goals and staff performance and development goals 5. Improved Staff Survey elements understanding, in particular trust and collaboration.

	<ol style="list-style-type: none"> 6. Expenditure of allocated budgets within reasonable timeline to support improved student learning outcomes, particularly in Reading. 7. Review Buildings and Grounds Masterplan and prioritise improvements. 	<ol style="list-style-type: none"> 6. Budgets expended on resources to support improved student learning outcomes. 7. Buildings and Grounds Masterplan reviewed and improvements prioritised and acted on.
Year 2	<ol style="list-style-type: none"> 1. Review school processes to ensure common understandings and expectations re roles and responsibilities. 2. Continue to build teacher capacity to work collaboratively, as professionals with a shared practice framework, to plan and implement how, when and what they teach. 3. Review and develop whole school learning plan that aligns school improvement goals and staff performance and development goals. 4. Expenditure of allocated budgets within reasonable timeline to support improved student learning outcomes. 5. Continue buildings and grounds improvements 	<ol style="list-style-type: none"> 1. Roles and responsibilities documented and owned by all staff. 2. Increased staff collaboration evident in teaching and planning 3. Professional learning schedule developed and implemented. 4. Budgets expended on resources to support improved student learning outcomes. 5. Priority buildings and grounds projects achieved
Year 3	<ol style="list-style-type: none"> 1. Review school processes to ensure common understandings and expectations re roles and responsibilities. 2. Continue to build teacher capacity to work collaboratively, as professionals with a shared practice framework, to plan and implement how, when and what they teach. 	<ol style="list-style-type: none"> 1. Roles and responsibilities documented and owned by all staff. 2. Increased staff collaboration evident in teaching and planning 3. E-learning plan developed and implemented as

	<ol style="list-style-type: none"> 3. Develop e-learning plan to support teacher capacity to teach curriculum outcomes. 4. Expenditure of allocated budgets within reasonable timeline to support improved student learning outcomes. 5. Continue buildings and grounds improvements 	<p>evidenced in teacher planning documents.</p> <ol style="list-style-type: none"> 4. Budgets expended on resources to support improved student learning outcomes. 5. Priority buildings and grounds projects achieved
Year 4	<ol style="list-style-type: none"> 1. Review wellbeing data in preparation for School Self Evaluation and School Review. 	<ol style="list-style-type: none"> 1. Data reviewed in preparation for School Self Evaluation and School Review.