School Strategic Plan for Upwey Primary School 4530
Years 2016 – 2019
FINAL DRAFT 4th NOVEMBER

Endorsements

Endorsement by School Principal	Signed……………………………………. Name Malcolm Aspinall Date……………………………………
Endorsement by School Council	Signed……………………………………. Name Andrew Gannon Date…………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……………………………………. Name……………………………………. Date……………………………………

Legislative context for endorsement   Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."   Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.

School Profile

Purpose	As the Upwey Primary School Community, we are collectively striving to provide a caring, safe and supportive learning environment for all students to achieve their full potential. We do this through an engaging and inclusive curriculum, with high expectations of students as individual learners and thinkers who become valued members of the wider community. Our school motto is "Striving for Excellence" and we promote a 'whole school' approach to teaching and learning, with a strong emphasis on English and Mathematics. We have high expectations for all students, nurturing positive relationships, independence, creativity and academic excellence. We are a Tribes Learning Community with a whole school approach to learning, wellbeing and student management. **The following pedagogical principles support the achievement of our purpose:** • The child is at the centre of all learning • High expectations are held for all members of the learning community • Engagement will be facilitated through promoting thinking, active inquiry and purposeful learning • Digital Technologies will support teaching and learning strategies Upwey Primary School is committed to ongoing improvement based on the Effective Schools Model which incorporates the following elements: • Accountability • Focus on teaching and learning • High expectations • Learning communities • Professional leadership • Purposeful teaching • Shared vision and goals • A stimulating and secure learning environment. The Upwey Primary School community is committed to reflection and improvement of practice ensuring there is consistency in our approach to teaching and learning.
Values	Upwey Primary School utilizes the Tribes Learning Community approach to ensure teacher collegiality, reflective practice and collaborative planning. We focus on the socialization of students as well as intellectual development. We value the establishment of a caring environment for cooperative learning, the structures for positive interaction and continuity to ensure that students are active learners who feel valued and included for their contributions. We have agreed values of • Appreciation • Attentive Listening • Integrity • Mutual Respect • Personal Best • Resilience • Right to Pass / Participate. These values work towards building personal wellbeing and positive relationships between all school community members. An important aspect of our school is our "It's All About Us" program. This unit is taken across the school in the first ten days of the school year and revised at the beginning of each term. It strongly emphasizes our agreed values. Active participation is valued in decision making at all levels of the school's operation. Staff, students, parents and carers all have a voice at our

	school and we nurture a culture of inclusion and belonging at all levels.
	We recognize the key role that parents and carers play in a child's learning and development. The continued emphasis on partnerships throughout a child's primary school journey provides the support that they need to achieve to their full potential. Through partnerships with families we want to ensure that our students have the skills and knowledge they will need to be independent, confident, successful and creative global citizens in a rapidly changing world. We celebrate and share individual, group and whole school effort and achievements to instill pride.
Environmental Context	• Upwey Primary School is situated on a picturesque site in the environmentally sensitive Dandenong Ranges. It is within walking distance of the Upwey Pre-School and the Sherbrooke Family and Children's Centre. The community utilises our Before and After School Care facility for the three-year-old playgroup each week and also the Australian Breast Feeding Association. Our hall is used each week for a variety of indoor community groups. There is an outdoor performance area located on the slope that is designed like an amphitheatre with seating for outdoor events. • The large school site provides ample room for a steadily growing student enrolment which currently sits at 83 students (October 2015). The enrolment trend has remained steady over the last few years with additional enrolments occurring throughout the year across the year levels. Approximately 90% (check this figure) of the students at this school live within walking distance of the school. The student population contains an even ratio of males and females. The School's Student Family Occupation Index (SFO) sits at 0.4933 indicating a school community with some social disadvantage • A strong focus has been maintained on striving to improve student learning outcomes, implementing contemporary initiatives and ensuing the teachers have been provided with quality Professional Learning, that has been aligned to the School Strategic Plan 2012 - 2015. We have shown strong commitment to the welfare and wellbeing of every student being of paramount importance to ensure optimal learning for all. We promote a 'whole-school' approach to teaching and learning with a strong emphasis on English and Mathematics. • Students at all levels have access to high quality resources. Our Digital Technologies have developed significantly with the inclusion of iPads, classroom computers and laptops across the school; these are supplemented by a computer lab. All classrooms and the Library also contain Interactive Whiteboards. There are opportunities for students to participate in a range of lunchtime activities. We provide access to an in-school instrumental musical program and a biennial musical production involving every student. • The school continues to focus on the development of the whole child and has created a culture of "Big Heart, Big Expectations" that shows care and concern for the well-being of the school community and a focus on high expectations. • The academic priorities of the school have been focused on English and Mathematics. Following these, further emphasis has been on having students feel connected to school and engaged in stimulating learning. In addition the school has aimed to enhance the transition of students into, within and out of the school in order to realise their full academic and social potential. There continues to be a strong focus on Professional Learning in English in particular, explicit teaching of fluent, phrased and strategic reading using the CAFÉ model. Students have also been given strategies for developing their comprehension skills through small group reading and teacher conferences that have been enhanced through staff having the opportunity to participate in learning walks to see specific aspects of the English session. These have then been followed by debrief sessions. The work undertaken by the teachers to improve their knowledge of the Victorian Curriculum AusVELS has been effective as the teacher judgements continue to show achievements above or equivalent to State means.
Service Standards	Upwey Primary School is committed to providing: • Strong community engagement through the sharing of our purpose and goals within our School Strategic Plan. • Open and regular communications which enhance strong relationships with parents and the broader community. • All students with access to a broad, balanced and flexible curriculum including skills for learning and life. • A safe and stimulating environment that ensures all students can work towards and achieve their full potential. • Learning that caters to all students' individual needs. • Timely and targeted feedback to students on their work and work with students to develop new learning goals as required.

Strategic Direction

Achievement		Key improvement strategies
Goals	To maximise the learning growth of every student in all learning domains with a strong F-6 focus on English, particularly writing and spelling, Mathematics, particularly Number and Algebra.	• Build teacher capacity to improve student learning outcomes through embedded professional learning utilising internal and external expertise with a focus on shared learning, mentoring, coaching, peer observation and feedback.
Targets	• Increase the percentage of children achieving above expected Victorian Curriculum levels. • Increase the percentage in the two NAPLAN bands above the expected levels. • Increase the percentage achieving high growth on NAPLAN relative growth domains to 50%. • All students achieving Medium or High Growth in NAPLAN relative growth domains on Reading, Writing and Mathematics. • No student to be at or below the National Minimum Standards on NAPLAN.	• Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student. • Build a strong and consistent instructional model and agreed approaches to teaching and learning in each learning domain.
Theory of action	By building teacher capacity through a range of professional learning along with effective planning responding to student performance data will ensure value added learning for every student.	• Implement a whole school mantra and strategies for high expectations in student achievement for results above the state mean and expected levels. Shift medium achievers to the high growth sectors. Develop and embed the language of high expectations.
	Actions	**Success criteria**
Year 1	• Develop Performance and Development Plans for all teachers that demonstrate SMART goal setting directly related to the Goals in the UPS School Strategic Plan 2016 - 2019. • Maintain the process for ensuring whole school alignment, across the school within curriculum domains. • Develop a Peer Observation Program that provides for genuine giving and receiving of constructive feedback. • Use external exemplar practitioners to stimulate high impact professional learning. • Develop the process for rigorous analysis and effective use of data. • Continue to negotiate individual learning goals for each student and encourage them to be self-reflective and self-motivated and to provide feedback on their learning experience.	• PDP's for all teachers completed, documented and stored on the school intranet. • Completion and recording of mid and end cycle discussions with all Staff. • Weekly template and Term Planners maintained on the UPS intranet. • Weekly digital planners maintained by all staff. • Weekly Staff meetings that incorporate a professional learning schedule and curriculum meetings, data analysis, planning and delivery of a strong curriculum. • Develop and document a Peer Observation Program that focuses on the learning of the students. • Leadership meetings will be minuted and feedback provided to Staff as required.

	• Engage the school community in a conversation to build an understanding of the concept of home study as opposed to homework.	
Year 2	• Maintain improvement in Performance and Development Plans for all teachers that reflect SMART goal setting directly related to the Goals in the UPS School Strategic Plan. • Maintain the process for ensuring whole school alignment, across the school within the curriculum domains. • Review and extend the Peer Observation Program to include external observation opportunities. • Continue to ensure that data is collected, analysed and used to improve student learning outcomes.	• PDP's for all teachers completed, documented and stored on the school intranet. • Completion and recording of mid and end cycle discussions with all Staff. • Agreed whole-school documents in Curriculum Practice and Student Wellbeing recorded and stored on the school intranet. • Professional dialogue that results in improved practice. • External Peer Observation Program developed and recorded. • Continued reflection on, and analysis of, the data that leads to effective planning of a comprehensive curriculum.
Year 3	• Reflection and evaluation of progress • Actions to be determined in Term 4 2017	• Achievement milestones to be determined.
Year 4	• Review	• Achievement milestones to be determined.

Engagement	Key improvement strategies
Goal — To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement to ensure that students feel connected to school.	• Enhance student engagement through ownership of their learning by providing increased opportunities for peer feedback and self-assessment. • Develop a plan for effective use of digital technologies, including greater use of iPads in each curriculum domain.
Targets — • Based on 2015 benchmarks improve Attitudes to School Survey variables means including student motivation and learning confidence. • Improve Student Motivation and Student Connectedness in the Parent Opinion Survey. • Develop feedback mechanisms and acknowledge the contribution of staff, volunteers and community members outside the formal opinion surveys. • Build and document a shared understanding of what effective feedback - student, teacher and peer - looks like at Upwey PS. • Improvement in student perception of their engagement in their learning as measured by the Upwey Primary School Student Questionnaire to be	• Provide opportunities for students to give and receive feedback, to set individual goals, to reflect on, and evaluate their learning. • Utilise the resources available in the school environment and broader school community to further engage students in authentic learning experiences. • Develop student voice opportunities that empower students as contributing citizens. • Develop and document a strategy for transitioning of new families into the school, particularly those who arrive during a school year. • Complete a registry of attendance at the 3-way conference

	• benchmarked in 2015. • Improved student involvement as reflected in the attendance of both children and parents/carers at the 3-Way Conference.	
Theory of action	By building and documenting a shared understanding of what effective feedback – student, teacher and peer looks like at Upwey PS, then children will develop greater engagement in their learning.	

	Actions	**Success criteria**
Year 1	• Plan curriculum to stimulate curiosity and to connect learning to the real world. • Include student voice in the process of three-way conference between parent, student and teacher. • Embed the use of digital technologies, including the development of iPad use. • Develop opportunities for negotiated curriculum, assessment choice and student goal setting. • Audit the school's current use of digital technologies. • Develop a Scope and Sequence for the teaching of digital technologies.	• Attitudes to School Survey variable means including stimulating learning, student motivation, teacher effectiveness and school connectedness in the third quartile or above. • Documented evidence of the Three-way Conferences – newsletters, information sheets and teacher feedback. • Evidence of negotiated curriculum and assessment choice included in Term Planning documents and student goals within the classroom. • Digital Technologies Scope and Sequence document uploaded to the UPS Intranet. • Document an approach for transitioning of new families into the school, particularly those who arrive during the year.
Year 2	• Survey parents, students and teachers about the Three-way Conferences and inform future directions. • Review student opportunities for negotiated curriculum, assessment choice and student goal setting. • Review the Scope and Sequence for the teaching of digital technologies document as compared to actual practice. • Staff to complete a formal tool for assessment of digital technologies capabilities. • Review eLearning Policy.	• Document and analyse results from the Three-way Conference surveys to provide future directions. • Evidence of Three-way Conferences in the newsletters, information sheets and feedback from Staff. • Evidence of student opportunities for negotiated curriculum, assessment choice and student goal setting in Teacher planners. • Revised Digital Technologies Scope and Sequence document uploaded to the UPS Intranet. • Collation of results from the Staff Digital Technologies capability survey. • Revised UPS e-Learning Policy document uploaded to the intranet.
Year 3	• Reflection and evaluation of progress • Actions to be determined in Term 4 2017	• Achievement milestones to be determined.
Year 4	• Review	• Achievement milestones to be determined.

Wellbeing

		Key improvement strategies
Goals	To enhance student wellbeing in a supportive learning community (big heart) that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students (big expectations).	• Audit and refine current school programs, and processes, that comprise the Tribes Learning Community approach. • Further develop positive relationships and communication strategies to enhance home/school partnerships. • Broaden the practice of giving and receiving feedback inclusive of all stakeholders: staff, students and parents. • As a school community review and commit to a purpose and set of values for the next SSP period.
Targets	• Improve Connectedness to Peers to above state means in the Attitudes to School Survey. • Maintain above state means in the areas of classroom behaviour, student safety, student distress and student morale. • Improve Parent Opinion Survey variables relating to School Connectedness above the state means. • Maintain above state means in the areas of Classroom Behaviour and Student Safety in the Parent Opinion Survey. • Effective coordination of the Care Groups component within the Tribes Learning Community approach. • Clarify and refine procedures for implementing Circle Time throughout the school day. • Redefine the school mantra.	• Provide professional learning for recent and Staff to ensure consistency with approaches to wellbeing (Tribes and Restorative Practices). • Further develop and nurture the positive links established with volunteers, community groups, external agencies, educational providers and networks. • Review the Upwey Primary School Student Questionnaire.
Theory of action	• If programs and processes in place under the Tribes Learning Community approach are refined and targeted, with consistent high expectations then student wellbeing will be enhanced. • When communication and partnerships with parents are strengthened there will be a supportive culture to sustain student wellbeing.	
	Actions	**Success criteria**
Year 1	• Maintain classroom routines and rigour based on the Tribes Learning Community approach. • Review the Upwey Primary School Student Questionnaire • Provide Professional Learning to ensure consistency with approaches to wellbeing e.g. Tribes Learning	• Document the UPS Tribes Learning Community approach • Revise the Upwey Primary School Student Questionnaire introduced last year and administer twice a year. • From the Upwey Primary School Student Questionnaire results analysed, tabulated and stored on the UPS Intranet to inform future directions.

	Community and Restorative Justice practices. • Determine acceptable mantra that encompasses well-being and high achievement. • Review the UPS Student Behaviour Management Policy.	• Professional learning documented in individual Staff Professional Learning Logs.
Year 2	• Implement the UPS Student Behaviour Management Policy. • Strengthen communication and positive partnerships with parents and the wider community.	• Two staff professional learning sessions will be provided on implementing the Upwey Primary School Behaviour Management Policy during Term 1. • Provide multiple opportunities to connect with parents/carers and the wider community through personal contact, media and community events.
Year 3	• Reflection and evaluation of progress • Actions to be determined in Term 4 2017	• Achievement milestones to be determined.
Year 4	• Review	• Achievement milestones to be determined.

Productivity		**Key improvement strategies**
Goals	To optimise the allocation of resources (human, financial, time, space and materials) to maximise the learning outcomes for all students.	• Manage and align resource allocation according to school goals and priorities and identified student needs. • Ensure timetables continue to privilege the needs identified for maximizing student achievement. • Audit the Program Budget for Staff Professional Learning aligned to the priorities identified in the School Strategic Plan (including English, Mathematics and Digital Technologies). • Manage the school timetable to maximise planning, professional dialogue, peer observation, mentoring and feedback. • Develop and implement an infrastructure plan for asset maintenance and replacement.
Targets	• Enhanced English and Mathematics student achievement data using teacher judgements as a result of the effective allocation of resources. • Strengthen the level of resourcing for English and Mathematics including professional learning through the School Program Budget process. • Achieve above state means in the Staff Opinion Survey for the professional learning component. • Enhance infrastructure and use of facilities for optimal student learning.	
Theory of action	Successful productivity outcomes exist when a school uses its resources - people, funding, facilities, community expertise and professional learning to the best possible effect with the best possible combination, to support improved student outcomes and in the achievement of goals and targets.	
	Actions	**Success criteria**
Year 1	• Develop an infrastructure plan in 2016 for asset maintenance and replacement.	• Document a School Infrastructure Plan to be stored on the UPS Intranet.

	• Implement a staged ICT resourcing plan. • Continually update a Staff Workforce Plan against the Student Resource Package and projected vacancies. • Revise and improve the Staff Professional Development Plans, using these to achieve the School Strategic Plan Goals and Targets.	• A Digital Technologies Resourcing Plan to be documented and stored on the UPS Intranet. • Improved level of Digital Technologies infrastructure across the school. • Staff Workforce Plan to be documented and updated. • Staff Performance Development Reviews completed and signed off.
Year 2	• Ensure that the allocations of resources (human, financial, time, space and materials) are designed to have a positive impact on student learning outcomes. • Align confirmed budgets to the Achievement, Wellbeing and Engagement improvement strategies and actions. • Structure the Staff Workforce Plan to enable a higher level of student support and extension for all students in the school. • Maintain and improve further the Staff Professional Development Plans. Use these to directly drive new Strategic Plan Goals.	• Improved student learning outcomes as reflected in percentage of children achieving above expected levels in the Victorian Curriculum, teacher judgements. • Documented School Global Budgets indicating funds allocated according to school priorities. • Staff Workforce Plan to be updated. • Staff PD Reviews completed and signed off.
Year 3	• Reflection and evaluation of progress • Actions to be determined in Term 4 2017	• Achievement milestones to be determined.
Year 4	• Review	• Achievement milestones to be determined.