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| **5047 Stevensville Primary School Strategic Plan 2016-2019** | **Endorsement**  Principal: Michelle Huggan  School council: Leonie Willett-Weyers  Delegate of the  Secretary: Jason Smallwood | **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** |
| At Stevensville we develop confidence, resilience and empowerment to achieve our full potential and master lifelong learning. | Respect  Honesty  Responsibility  Trust  Teamwork | The curriculum, assessment and approaches to teacher instruction are inconsistent throughout Stevensville Primary School. There is also inconsistency in behaviour expectations of students and there are limited opportunities for students to be active participants in leadership and decision making about their learning. The school is not effectively fostering learning communities to support and enhance the teaching and learning of every student. | Stevensville will commit to implementing an improved approach to curriculum delivery and establishing a whole school approach to instructional practice. All staff will maintain high expectations of all students and encourage learning opportunities to enable the school to continue to redefine itself as a place of learning and for optimal outcomes for all students. The school will particularly focus on the delivery of significantly improved literacy and numeracy outcomes over the Strategic Plan period. |
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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)** |
| **To improve student achievement levels and deliver growth with a focus on literacy and numeracy** | Excellence in Teaching and Learning   * Curriculum Planning and Assessment * Building practice Excellence | Build and document an agreed and viable curriculum with an initial focus on reading and numeracy  Develop, document and implement a consistent instructional model  Build the capacity of staff to use data to plan for student learning  Build and implement an effective intervention approach in literacy and numeracy | **READING- NAPLAN**  **Year 3** – Reduce % of students at and below NMS from 36.9% in 2015 to less than 20% in 2019.  **Year 5-** Reduce % of students at and below NMS from 35.7% in 2015 to less than 20% in 2019.  **Reading Relative Growth Yr3-5**  Reduce % of students showing low growth from 40% in 2015 to less than 25% in 2019.  Increase % of students showing high growth from 16% in 2015 to more than 25% in 2019.  **NUMERACY-NAPLAN**  **Year 3** – Reduce % of students at and below NMS from 52.6% in 2015 to less than 25% in 2019.  **Year 5-** Reduce % of students at and below NMS from 57.2% in 2015 to less than 25% in 2019.  **Numeracy Relative Growth Yr3-5**  Reduce % of students showing low growth from 52% in 2015 to less than 25% in 2019.  Increase % of students showing high growth from 4% in 2015 to more than 25% in 2019.  **STAFF OPINION**  **Guaranteed and Viable Curriculum** -Increase Prin/Teacher endorsement from 18.4% in 2015 to more than 75% in 2019.  **Collective focus on Student Learning-** -Increase Prin/Teacher endorsement from 36.8% in 2015 to more than 75% in 2019.    **STUDENT ATTITUDES TO SCHOOL**  **Teacher Effectiveness –** Increase from 6th percentile in 2015 to 60th percentile in 2019  **Learning Confidence** – Increase from 8th percentile in 2015 to more than 50th percentile in 2019 |
| **To improve student engagement in learning** | Positive Climate for Learning   * Empowering students and building school pride | Create and build authentic opportunities across all aspects of the school for students to give and receive feedback and have a greater voice in their learning including  Resource and build a digital learning environment and staff capacity to utilise the technology to support student learning.  Develop and implement a plan to continuously improve the physical environment | **STAFF OPINION**  **Trust in students and Parents-** Increase Prin/Teacher % endorsement from 37.5% in 2015 to more than 60% in 2019  **STUDENT ATTITUDES TO SCHOOL**  **Stimulating Learning –** Increase from 5th percentile in 2015 to more than 50th percentile in 2019  **Student Motivation** – Increase from 15th percentile to more than 50th percentile in 2019  **Teacher Empathy-** Increase from 7th percentile in 2015 to more than 50th percentile in 2019  **PARENT OPINION**  **Stimulating Learning –** Increase from 5.67 in 2015 to at or above 6.0 in 2019  **School Connectedness** – Increase from 5.5 in 2015 to at or above 6.0 in 2019 |
| **To develop a safe, positive and collaborative environment conducive to learning and leadership** | Positive Climate for Learning   * Setting expectations and promoting inclusion   Professional leadership   * Building leadership teams | Build leadership capacity of all staff to achieve school strategic goals  Develop and implement consistent team planning processes and procedures focused on student data and planning for learning  Implement a consistent whole school approach to student wellbeing, leadership and positive behaviour support  To develop a strong PLC culture, based on the researched model of DuFour and DuFour and the High Reliability Schools Framework, across all staff in the school where the continual improvement of student data is used to inform and guide school policies, processes and initiatives. | **STAFF OPINION**  **Academic emphasis-** Increase whole school endorsement from 36.4% in 2015 to more than 70% in 2019  **Collective Efficacy-** Increase Prin/Teacher endorsement from 35.1% in 2015 to more than 75% in 2019  **Collective Responsibility**- Increase whole school endorsement from 42% in 2015 to more than 75% in 2019  **Staff Trust in Colleagues**- Increase whole school endorsement from 12% in 2015 to more than 75% in 2019  **Teacher Collaboration**- Increase Prin/Teacher score for teacher collaboration from 10.5% endorsement in 2015 to more than 65% endorsement in 2019  **Cultural Leadership**- Increase whole school endorsement from 31.9% in 2015 to more than 70% in 2019.  **Instructional Leadership**- Increase Prin/Teacher score from 37.3% endorsement in 2015 to more than 70% endorsement in 2019  **Visibility**- Increase whole school endorsement from 39.4% in 2015 to more than 65% in 2019.  **STUDENT ATTITUDES TO SCHOOL**  **Student Safety –** Increase from 25th percentile in 2015 to more than 60th percentile in 2019  **Connectedness to Peers**- Increase from 43th percentile in 2015 to more than 65th percentile in 2019  **School Connectedness**- Increase from 4th percentile in 2015 to more than 50th percentile in 2019  **PARENT OPINION**  **Student Safety –** Increase from 4.76 in 2015 to at or above 5.5 in 2019  **Connectedness to Peers**- Increase from 5.71 in 2015 to at or above 6.0 in 2019  **School Connectedness**- Increase from 5.5 in 2015 to at or above 6.0 in 2019 |