School Strategic Plan for Maffra Primary School Gippsland Region 2013-2016

Endorsement by School Principal	Signed………………………………….. (Principal's signature) Name: Mr Chet Dervish Date: 27th November, 2012
Endorsement by School Council	Signed……………………………….… (School Council President's signature) Name: Mrs Vanessa Traill Date: 27th November, 2012
Endorsement by Regional Director or nominee	Signed……………………………….… (Regional Director or nominee's signature) Name: Mr Glyn Milner Date: 29th November, 2012

School Profile

Vision	Maffra Primary School strives for our students to perform to the best of their ability and to become motivated and independent learners through the provision of a wide range of learning choices. We consistently encourage students to become lifelong learners who value themselves, others and learning. We promote a social responsibility, resilience, perseverance and independence to capably prepare our students for an ever changing world.
Values	The following values are seen as being central to the life of our school community and are used to support our students in becoming positive citizens within the wider community. Our values are called the 'Maffra Moves' and are expressed in child friendly terms. 1. LEARNING – 'Step Up' 2. RESILIENCE – 'Bounce Back' 3. SAFETY – 'Take Care' 4. RESPECT – 'Be Kind'
Environmental Context	Maffra Primary School is proud of its 145 years of service to the local community. It is the only government primary school in the town of Maffra which is located within the Wellington local government area in Gippsland. The school enjoys excellent support from parents and the wider community. The school's enrolment has been relatively stable with a current enrolment of 289 students. The school has undergone a major rebuilding program over the past four years and now has new or totally refurbished facilities which are outstanding. Buildings are set in attractive landscaped gardens and the school grounds are extensive with both a football and soccer oval, two hardcourts for ball games as well as multiple areas containing playground equipment. A small percentage of students speak a language other than English and we cater well for our students enrolled under the Program for Students With Disabilities. There are a small number of Koorie students within the school and almost half our families receive the Educational Maintenance Allowance. The school's staffing profile includes the Principal and Assistant Principal, Leading Teachers, Expert Teachers, Accomplished Teachers and Graduate Teachers. There is an effective blend of youth and experience and a good gender balance. Teachers are assisted by Education Support staff including integration aides and administrative staff.

	A wide range of opportunities are provided for students to develop their individual skills and talents. An excellent arts program is offered featuring visual arts and global studies, music lessons for all classes and an instrumental music program. Students participate in the inter-school sports of swimming, cross-country, athletics, winter and summer sport. Excelling students progress from division to region and then to state level.
	Student behaviour has been strengthened through the school using an Assertive Discipline approach. The school has joined the Wellington Network commitment to School Wide Positive Behaviours and an active committee is ensuring the development of this within the school.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning outcomes in Literacy and Numeracy across the school.	• Over 2013-2015 as a whole, the proportion of students achieving in the top two NAPLAN bands will be: Year 3 Reading – 40% Year 3 Writing- 45% Year 3 Numeracy-35% Year 5 Reading- 30% Year 5 Writing-25% Year 5 Numeracy-20% • By 2015, no more than 10% of students 'deemed capable' will achieve in the bottom two bands for NAPLAN Reading, Writing or Numeracy.	• Build the capacity of the leadership team to provide instructional leadership. • Strengthen accountability across the school. • Build the capacity of PLT's to meet the learning needs of all students. • Develop and implement a whole-school approach to strengthen students' ownership of their learning.
Student Engagement and Wellbeing	To improve student relationships, resilience and engagement in learning.	By 2015, achieve the following mean outcomes on the student Attitudes To School survey; • Classroom Behaviour: 3.83 • Student Motivation: 4.70 • Student Morale: 6.25	• Strengthen student relationships and enhance the learning environment through whole-school implementation of School Wide Positive Behaviours. • Build the capacity of teachers to engage students in their learning.
Student Pathways and Transitions	To provide seamless transitions and positive learning pathways for all students.	The School Mean for the Transitions measure on the Parent Opinion Survey will improve to be 5.85 by 2015.	• Review, strengthen and document the school's transition processes.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Student Learning • Build the capacity of the leadership team to provide instructional leadership. • Strengthen accountability across the school. • Build the capacity of PLT's to meet the learning needs of all students. • Develop and implement a whole-school approach to strengthen students' ownership of their learning.	Year 1	▪ Establish a Curriculum Leadership group to meet on a regular basis with a focus on improving student learning and A.I.P. implementation. ▪ The Assistant Principal role will include coaching individual teachers and coaching Professional Learning teams. ▪ The Curriculum Leadership group will establish expectations for detailed classroom planning (work programs). ▪ Establish process for the monitoring of classroom planning documentation and meeting curriculum provision expectation of two hours literacy daily and 1.25 hours daily in Numeracy. ▪ Expect all teachers to display a word wall and charts displaying learning strategies. ▪ Curriculum Leadership group will develop a plan for keeping abreast of current best practice and research. ▪ Investigate options for a computer based system for monitoring student progress. ▪ Revise the whole school assessment schedule . ▪ Provide coaching to improve data analysis skills ▪ Review the meeting schedule with consideration given to Professional Learning Team time allocation. ▪ Develop a process for monitoring the timely analysis of sharing of assessment data and Professional Learning Team Action Plans ▪ All teaching staff to attend Seven Steps To Writing professional development in February. ▪ Professional Learning focus for whole staff will be in Writing, Number, Speaking and Listening and ICT. ▪ Develop an agreed whole school instructional model for Writing. ▪ Principal and Assistant Principal to establish a process for monitoring compliance and consistency of agreed instructional models in Literacy and Numeracy. ▪ Teacher performance reviews will include	▪ Instructional model for writing is in place. ▪ Staff coaching is in place. ▪ All planning documents in each team will be aligned and include detailed planning. ▪ A.I.P. fully implemented ▪ Standard planning proforma and expectations in place ▪ All classrooms have word walls and appropriate charts in place ▪ Revised school assessment schedule completed in February. ▪ Whole school instructional model for writing completed by the end of Term 3

		evidence of student improvement. ▪ Investigate options for collaborative teaching in flexible learning spaces. ▪ Ensure teachers are familiar with AUSVELS content at the level that they are required to teach.	
	Year 2	▪ Curriculum Leadership group monitors A.I.P. implementation, team effectiveness and classroom planning. ▪ Assistant Principal to continue as a teaching and learning coach. ▪ Use data analysis to determine point of need for teaching. ▪ Professional Learning Team action plans developed according to analysis of assessment data. ▪ Professional Learning Team time allocation be given a high priority. ▪ Professional learning opportunities provided for the development of leadership skills. ▪ Professional Learning focus for whole staff will be in Differentiated Curriculum and Speaking and Listening. ▪ Teachers to be familiar with progression points above and below their AUSVELS level. ▪ Planning documents will reflect agreed instructional models in Literacy and Numeracy ▪ Learning intentions for each lesson to be clear in planning documents and clear to students.. ▪ Investigate learning to learn programs that focus on classroom expectations, student goal setting and reflection and the characteristics of a successful learner. ▪ Monitor that the learning program includes open ended tasks, thinking skills and problem solving. ▪ Expand the use of Rubrics to provide students with guidance in the pursuit of excellence. ▪ Constructive principal feedback provided according to the established timeline and process from Year One of Strategic Plan. ▪ Implementation of a computer based system for monitoring student progress. ▪ Monitor the implementation of the whole school assessment schedule. ▪ Implement the whole school instructional model	▪ A.I.P. fully implemented ▪ Planning documents reflect differentiated curriculum and priorities based on data analysis, common instructional models and stated learning intentions. ▪ Professional Learning Team meeting minutes show team approach to supporting individuals and groups of students in their learning ▪ Curriculum policies and programs updated in line with AUSVELS ▪ Computer based system for monitoring student progress is established.

		• for writing. • Performance reviews will include evidence of student improvement.	
	Year 3	• Curriculum Leadership Group monitors A.I.P. implementation, team effectiveness and classroom planning. • Assistant Principal to continue as a teaching and learning coach. • Use data analysis to determine point of need for teaching. • Professional Learning Team time allocation be given a high priority. • Professional Learning Team action plans developed according to analysis of assessment data. • Explicit teaching of AUSVELS skills and content to include the broad range of levels of the students in each class • Leadership team to monitor evidence of independent learning in each classroom • Digital forms of student portfolios utilized in classrooms • Students will understand and articulate their own learning styles and set their own learning goals • Further strengthen learning confidence in both students and teachers through constructive feedback. • Review and revise A Teaching Framework – Characteristics of An Excellent Classroom at Maffra Primary School. • Review the Assistant Principal role to include consideration of the need for future teaching and learning coach • •	• Full implementation of A.I.P. • Successful achievement of School Strategic Plan Student Learning Targets. • Revised Teaching Framework adopted
	Year 4	• School Self Evaluation of all aspects of Student Learning • Development of new School Strategic Plan •	• Full implementation of A.I.P. and 2013 – 2016 School Strategic Plan

Student Engagement and Wellbeing	Year 1	• Develop a shared understanding and commitment to the schools vision and values- 'Maffra Moves". • Build on the work started with School Wide Positive Behaviours including the formation of a team including staff, student and parent representatives, meeting at least once per month. • Develop a Code of Conduct matrix for students • Develop a proforma for an individual behaviour management plan for students not adhering to the Code Of Conduct. • Develop pro-active approaches towards enhancing student resilience. • Expand opportunities for the student voice to be heard. • Conduct an e-learning capabilities survey and develop an action plan for professional learning aiming for increased levels of student engagement. • Ensure the use of ICT to develop student's skills and differentiated curriculum delivery. • •	• All staff using the 'Maffra Moves' vocabulary with students. • SWPB team met regularly, distributed minutes, developed a matrix for student behaviour and a proforma for a behaviour management plan. • Full implementation of A.I.P. • Code of Conduct matrix completed.
• Strengthen student relationships and enhance the learning environment through whole-school implementation of School Wide Positive Behaviours. • Build the capacity of teachers to engage students in their learning.	Year 2	• Reaffirm the shared understanding and commitment to the schools vision and values • Review and align Maffra Primary School's Student Engagement policy. • Ensure provision of ICT professional learning needs. • Student voice feedback is to incorporate preferred forms of curriculum delivery. • . • School Wide Positive Behaviours team continues to analyse behaviour data and to develop positive strategies for improvement. • •	• Full implementation of A.I.P. • Revised Student Engagement and Wellbeing Policy ratified by School Council
	Year 3	• Reaffirm the shared understanding and commitment to the schools vision and values • School Wide Positive Behaviours team continues to analyse behaviour data and to develop positive strategies for improvement. • Investigate a range of ICT options available to support engagement and student outcomes	• Full implementation of A.I.P.

	Year 4	• School Self Evaluation of all aspects of Student Engagement and Wellbeing • Development of new School Strategic Plan • •	• Full implementation of A.I.P. and 2013-2016 School Strategic Plan
Student Pathways and Transitions • Review, strengthen and document the school's transition processes.	Year 1	• Investigate a process/program for tracking student progress through the school. • Document a whole school transition program to complement the Maffra Primary School Transition Policy • Develop a formal transition process for students entering/leaving the school at times other than prep orientation and Year 6 transition to secondary college. • Continue to work closely with Year 7 co-ordination team at Maffra Secondary College to ensure successful transition. • Develop protocols with Maffra Secondary College for the sharing of student information. • Continue to host Maffra and District Early Years Network meetings.	• Staff will decide on a student tracking program. • Development of a transition document which incorporates whole school transition and movement of students in and out of school throughout the year. • Transition protocols in place with Maffra Secondary College. • Full implementation of A.I.P.
	Year 2	• Survey year 7 students at Maffra Secondary College with regards to the transition to secondary college process. • Implement a process for tracking student progress through school • Establish a checklist for transition requirements for all students in and out of the school	• A program will be in place for tracking student progress through the school. • Protocols have been revised for preschool to school transition and distributed to all schools in Maffra and District Early Years Network. • Feedback from year 7 students and staff at Maffra Secondary College.
	Year 3	• Implement a process for tracking student progress through school • Transition protocols and checklist will be used to guide processes for transition.	• All staff are utilising the program for tracking student progress. • Transition checklists fully utilised
	Year 4	• Implement a process for tracking student progress through school • Transition protocols and checklist used to guide processes for transition. • School Self Evaluation of all aspects of Student Pathways and Transitions • Development of new School Strategic Plan •	• Student tracking process embedded in teacher practice. • Full implementation of A.I.P. and 2013-2016 School Strategic Plan