Department of Education & Training

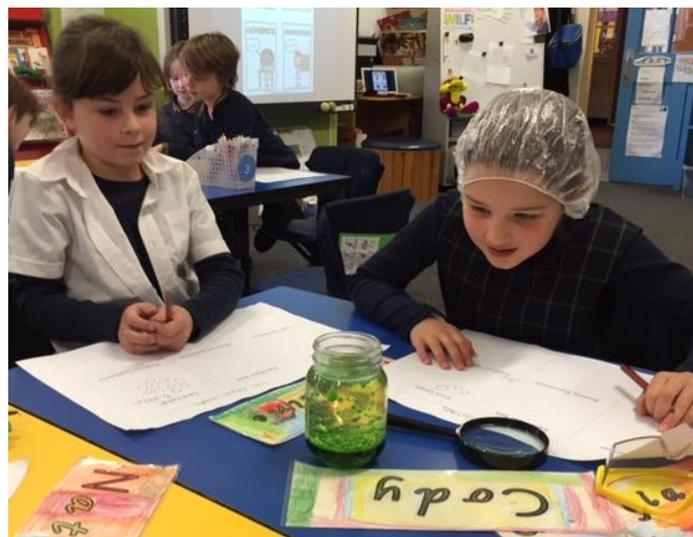State Government Victoria

School Strategic Plan for:

Ashby Primary School   1492

2016-2016
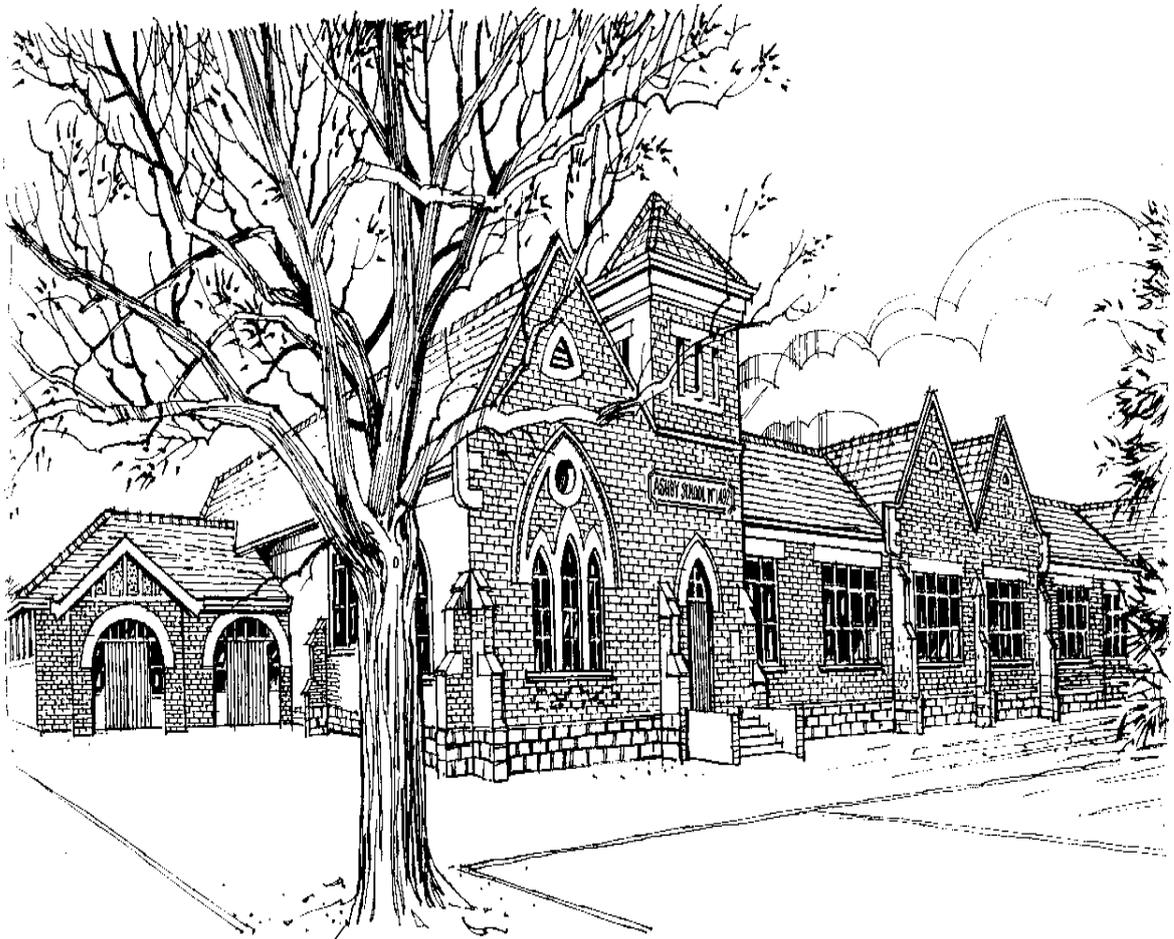
Endorsements

Endorsement by School Principal	Signed...*Meg Bone*....... Name...Meg Bone…………………. Date 21-7-2016………………………
Endorsement by School Council	Signed Dirk Heitmann…………………. Name...Dirk Heitmann……………………. Date……27-7-2016……………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……Jeanette Nagorka……. Name……Jeanette Nagorka……………. Date…22-6-2016…………………

School Profile

Purpose	Our school creates a learning culture that provides personal learning opportunities and focuses on individual growth and development, with a strong commitment to continuous improvement in Literacy and Numeracy. We provide quality learning programs in all curriculum areas that are designed to cater for the individual needs of a diverse range of students. Visual arts, Performing Arts, Physical Education and German programs are implemented with qualified specialist teachers. A strong commitment to the development and integration of Information and Communication Technologies across the curriculum further combine to provide exciting and flexible learning programs within our school. We strive for motivated, resilient and inquiring independent learners that value themselves, others and learning. We will focus on the growth of the individual, ensuring they are engaged and challenged all the while embedding a safe, respectful and positive environment for all.
Values	We provide an educational environment where students are equipped with the social, emotional, and academic skills necessary to become successful and valued members of society. At Ashby we promote and live by the following behaviours through the school mascot T.E.R.R.I Thinking Enjoyment Respect Resilience Including At Ashby we promote the school motto of "Strive to Excel"
Environmental Context	Ashby Primary School is one of Geelong's oldest schools, celebrating 140 years of operation this year. Built in 1875 the school is set in an historical building, there are two ovals, creative fantasy playgrounds and vegetable garden. The school has a strong focus upon sustainability in the environment. Our school community strives to develop a safe, caring and inclusive environment where mutual respect and the pursuit of personal excellence form the basis of life-long learning. At Ashby Primary School, we currently have an enrolment of 230 students with a 10 full time teaching staff, 6 part-time teaching staff and 7 Education Support Staff. The catchment area is broad with students travelling to attend. Our school community consists of a partnership between teachers, parents, students and local community members.
Service Standards (optional)	At Ashby, we pride ourselves on our relationships with parents and local businesses and believe they are key to the success of our students and our school. We have a large number of parent volunteers in attendance daily at the school, whether fundraising, supporting in classrooms, gardening or assisting in other areas across the school.

Achievement	Key improvement strategies
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	**Key improvement strategies** Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	To strengthen curriculum provision, documentation and delivery	To build the capacity of staff to deliver high quality curriculum and assessment and consistent high level teaching and learning. To map the curriculum to ensure scope and sequence in all learning areas and to identify any overlap or duplication.
Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	To have 100% of students deemed capable achieving the required minimum standard To increase the percentage of students above the expected level consistently over the schooling years To increase the high growth of students working at or above level 65% of staff opinion data to recognize the school as having a guaranteed and viable curriculum from 29% in 2015.	To address uneven achievement in spelling and grammar and punctuation.
Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.	The rationale behind this improvement is that a consistent whole school approach to teaching and learning is necessary to build on existing high achievement.	

	Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	**Success criteria** Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	• Formalisation of leadership team to support and nurture staff in their development • Build teacher capacity around student learning and achievement • Implementation of PL around how to effectively analyse data and use effective assessment and reporting practices to inform learning and teaching within each classroom • Introduction of structured PLTs and agreed upon processes for staff around the effectiveness of these • Taking part in the Insight Assessment Platform trial and work closely with neighbouring schools • Implementation of language group to support students with speech impediments and language delays • Researching of writing and spelling programs implemented in schools • PL to whole school around what Inquiry learning is and its purpose • Reviewing curriculum planning documents	• Successful applicants obtained positions • Leadership days implemented to develop shared vision and understanding of the leadership teams purpose • Key Responsibility Areas developed for members of the leadership team • Staff professional learning implemented around PLTs • Staff planning reflects PL undertaken around effective data analysis and use of effective assessment and reporting practices to inform teaching • Protocols and procedures in place for all PLTs • Expected behaviours documents developed and agreed upon by staff • Staff displaying expected behaviours more consistently • Development of assessment schedule across the school • Data collection, entry and use processes agreed upon, documented and implemented • Moderation of teacher judgments scheduled and documented • Minutes of PLTs published and available to all staff • Weekly language groups planned for and run with support from SSSO • Consistent planner developed • Staff have greater understand of Inquiry through PL undertaken with external provider
Year 2	• Review the roles and responsibilities of leadership and team members around curriculum	• Student and staff data evidencing improvement in teaching and learning

	- Continue to allocated 4 hours + to coaching program each week - Structured PLTs analyse data and evidence of student learning to identify needs of individuals - Staff record data on a central platform in order to collate all results and ensure consistent practice is evident - Introduce the Insight Assessment Platform to staff and implementing PL around its use - Consistent planning documents introduced across P-6 - True Inquiry unit planned for term 1 P-6 - Whole school writing program to be trialled - Whole school spelling program to be trialled	- Structured timetable coaching undertaken involving at least 2 staff members - Planning reflects analysed student data - Central platform used across prep to 6 - PL undertaken around Insight Assessment Platform - Consistent planning documents used P-6 - Student engagement and presentations of Inquiry unit - Planned units of work around writing and spelling - Survey of staff around use and accessibility of whole school programs trialled.
Year 3	- Implementation of a whole school Inquiry approach to learning - Finalise development of curriculum maps for science, humanities and social sciences - Plan for whole school approach to spelling following reflection of trial in 2017 - Staff to consistently use central data platform and use this consistently to plan and implement effective teaching and learning programs - Embed whole school writing program P-6 - Monitor the consistent use of planning documents to be used for all curriculum areas	- Improvement in student engagement results in attitudes to school surveys as students are challenged with the inquiry approach to learning - Classroom practice is consist with the approach to Inquiry learning - Planning documents reflect the use of curriculum maps for science, humanities and social sciences - Documented approach to spelling, grammar and punctuation - Individual student growth reflects individuals being challenged
Year 4	- Reflect and evaluate implementation of whole school approach to spelling, grammar & punctuation and writing - Review the PE scope and sequence and curriculum maps - Inquiry approach embedded across the school - Consistent assessment practices implemented across P-6.	- Documented curriculum maps across all subject areas developed and in use - Surveys and evaluations of spelling, grammar & punctuation and writing programs - Increased high growth of students in NAPLAN

Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students' motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	To build a school and community culture around exhibiting school values and ensure they are enacted in all contexts	To audit, establish and implement a school and community framework around the school values including actions that are central to supporting those values. To build parent connectedness and engagement with the school.
Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Reduce the average absence data P-6 to under 10 days (currently 12.2) Student responses are above the state mean in school connectedness and morale Stimulating learning environment and student motivation is in the 4th quartile Parent Opinion Survey data shows stimulating learning and the learning focus are in the 4th quartile	
Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.	The rationale behind this improvement is that a consistent school and community focus on school values and parent connectedness strengthens and reinforces student engagement and will improve student learning outcomes.	

	Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	• Build a school community framework around school values and how they are enacted in all contexts by students, staff, parents and community stakeholders • Review whole school approach to developing individual learning goals/ plans etc. and sharing the learning progress with students and parents • Build upon parent opportunities to engage with the school including informal meetings, assemblies, classroom activities and adult education sessions • Create a policy around communications and marketing including newsletters, promotions of the school and events • Research community links and develop relationship with Geelong West Kindergarten	• Reviewed student engagement and wellbeing policy ratified by council with agreed upon values and actions by students, staff, parents and community stakeholders developed through family and community evenings about what this looks and feels like. • Increased parent evenings and family nights • Individualised learning goals displayed and monitored throughout the school • Student Led Conferences taken place in term 3 • Awards program reviewed (linked to engagement and wellbeing policy) • Student, parent and staff surveys undertaken and analysed to set future targets • Adult education workshops and externally operated PL offered onsite • Increased uptake of Skoolbag and social media • Involvement in Pako Festa, the Geelong West Library and local sporting clubs • More engaging newsletter format and up to date website information
Year 2	• Reviewed student engagement and wellbeing policy is launched and introduced to the community in term 1 2017 • Agreed upon expectations developed in regards to visual learning goals displayed and monitored around the school • A consistent ILP format used across P-6	• Policy introduced to community with goals and targets for implementation shared with community for the year ahead • Each term, every class have displayed learning goals on an external wall from their classroom • Staff developing Individual Learning Plans for students that require these that consist of SMART goals

	• Offered adult education courses with external provider • Implementing processes and procedures outlined in the communications and marketing policy • Creating community link profiles with varied organisations	• Students and family actively engaged in student led conferences, with greater percentage of students able to articulate their learning and future learning goals • At least 2 adult education courses to be held at the school • Wider selection of events offered • Ashby Facebook page introduced • Re hired Marketing and Promotions staff member for future 12 month contract • Community morning teas, and links beginning to take form
Year 3	• To embed the engagement and wellbeing policy amongst the local community • Sounds community links formed and connectedness to all levels of the school • Promotion of Ashby Facebook page as key communication tool and Social Media policy reviewed	• Various local community stakeholders are aware of and familiar with Ashby engagement and wellbeing policy • Partnerships between varied organisations are evident • Increased uptake of Facebook
Year 4	• Evaluating and reviewing of student engagement and wellbeing policy • Students involved with external community organisations undertaking projects, events etc.	• Student engagement in local community has increased • Attitude to school data shows increase in engagement and connectedness to school, teachers and peers • Shared culture around school values, vision etc. is evident and embedded in community

Wellbeing	Key improvement strategies
Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Goals		
Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	To nurture a supportive learning community which promotes health and wellbeing	To maintain and enhance the implementation of Bounce Back.

To support student health and wellbeing through a consistent and supported whole school approach. |
| **Targets**
Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students. | Attitudes to school results increase from the 1st quartile to the 4th quartile in connectedness to school, peers, teachers
Correlation to student achievement identified through analysing academic data and attitudes to school data with an emphasis on high achieving students – Learning stimulation as above. | |
| **Theory of action (optional)**
The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan. | The rationale behind this improvement is that supporting improved wellbeing outcomes creates a healthy learning environment. | |

	Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	• Implementation of Bounce Back program from Prep-6 • Evaluating the effectiveness of each unit and set goals, developing plans for further implementation • Invite external organisations to implement social and emotional wellbeing programs • Begin the process of mapping the wellbeing and health & physical education curriculum and developing a scope and sequence document around physical, personal, social and emotional capacity • Introduction of Health and PE specialist for 6 months • Explore a more formalised buddy program • Establish a Student Engagement and Wellbeing team • Exploration of effective buddy programs and their impact • Trial of a program or spreadsheet to monitor student wellbeing concerns	• Evidence of links to TERRI and school motto throughout each unit planned and linked with Ashby awards system • Planned units of work for each class implemented • Identified students undertake specific programs implemented by current staff and external organisations • Evaluation of effectiveness of Health and PE specialist • Survey completed by students, staff and parents reflect the implementation of Bounce Back • An external provider implemented a wellbeing program and was evaluated through a survey by students • Art Therapy classes undertaken by trained staff member to identified group of students • Scope and sequence document developed throughout the year to support in planning • Student curriculum data greater than the state mean • Active whole school buddy program plan developed for 2017 trial •
Year 2	• Embedding the Bounce Back program from P-6 and having consisted language reflecting this across the school • Develop a calendar of wellbeing courses to be implemented at Ashby throughout the year • Complete the process of mapping the wellbeing and health & physical education curriculum and scope and sequence	• TERRI and school motto is integrated within each unit of Bounce Back • Units of work are stored on share U drive so all staff can access • Specific and targeted wellbeing programs take place within the school • Specialist H&PE teacher implementing rigorous lesson planned for using scope and sequence

	document around physical, personal, social and emotional capacity • Employment of Health and PE specialist for 12 months • Trial of a more formalised buddy program • Staff record information on program or spreadsheet in regards to concerns and follow up around student engagement and wellbeing	documents and curriculum map • Increased update in students participating in network and region sporting event • Evaluation results of buddy program • Scheduled lunchtime clubs take place
Year 3	• Increase the update of students wanting to engage in network or region inter school sports • Health and PE specialist planning with classroom teachers around seamless links between health and PE and wellbeing curriculum within the classroom • Implementation of whole school buddy program	• Ashby being recognised for participation and achievement in more interschool sporting events • Units of work show links between wellbeing curriculum and heath and PE curriculum • Survey results obtained around implemented buddy program are positive and student attitude to school show higher % of student feel safe at school and connected to their peers
Year 4	• Evaluating Health and PE and wellbeing programs implemented • Increased numbers of students competing and being competitive in network and regional events • Evaluating whole school buddy program and setting future goals around this • Evaluating the impact of Art therapy classes, and external organisations undertaking wellbeing programs	• Ashby curriculum data above the state mean in P-6 • % of students participating in network or regional events have increased by at least 25% • Evaluated documentation around buddy program and targets set for following years implementation • Survey results around wellbeing programs show a positive impact on individuals and achievement within the classroom

Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	To effectively manage school resources including staff to ensure ongoing improvement.	To create an effective distributed leadership structure. To allocate resources to support the achievement of strategic goals. *P&D Culture* *Professional Learning* *Fundraising sub committee* *Policy development and distribution* *Buildings and grounds*
Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Long term project for the school nearing completion or fundraising stage 50% of funds raised through obtaining grants Whole school operating under a BYOD model with over a 80% uptake Defined leadership structure embedded within Ashby Primary School and distributive leadership evident amongst staff Clear 'Key Responsibility Areas' transparent amongst staff with defined roles and responsibilities Staff PL clearly aligned with school priorities and targets, open and transparent and celebrated amongst staff at least twice yearly Positive shift in Staff Opinion Survey data in all domains consistently over the 4 years	
Theory of action (optional) The Theory of Action explains the rationale behind the key improvement	The rationale behind this improvement is that effective leadership and management of resources	

	Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
strategies, i.e. how the strategies will achieve the goals articulated in the Plan.	will improve learning outcomes.	
Year 1	• Define leadership roles • Increase relevant PL opportunities for all staff • Continue to review and update of policies • Explore BYOD and benefits to Ashby • All staff accessing P&D online program to undertake their performance review • Key Responsibility Areas developed for each member of leadership team and Productivity/ Engagement & Wellbeing/ Curriculum (ach) team • Prioritising maintenance requirements • Employing part time staff member to applying for grants • PL is aligned to goals and priorities set out in the Strategic Plan and Annual Im plans	• Teachers actively applying for leadership roles • Leadership team established and planning days are implemented termly • Community have been surveyed, aware and interested in establishment BYOD. • Employed maintenance and gardening staff • Actively applied for a series of grants for major works • Staff visit other schools to see 'best practice' around specific areas for development • Fundraising sub-committee meet monthly and minutes recorded • Long term project for Ashby established through consultation with students, families and community stakeholders
Year 2	• Establish of an 11ᵗʰ class • Continue to review and update of policies • Implementation of BYOD stage 1 (3/4) • Continue to apply for grants	• Class sizes are reduced • BYOD devices introduced and levels of uptake evaluated • All staff accessing • Successful in obtaining a % of grants
Year 3	• Review and update policies and increase accessibility • Implement stage 2 of BYOD (5/6)	• Staff are aware and accessing policies electronically • Parents accessing policies online • Number of students opting into BYOD program • All staff accessing P&D online and recording relevant PL on the platform

Year 4	• Implement stage 3 (whole school) of BYOD • Review and update policies and increase accessibility	• Evaluating the access and implementation of policies • Staff embedding PL into teaching and learning practices • Successful in obtaining a % of grants