

School Strategic Plan for Concongella Primary School- 1136 2015-2017



Endorsements

Endorsement by
School Principal

Signed..... 

Name..... Kristie McKerron.....

Date..... 26th March, 2015.....

Endorsement by
School Council

Signed..... 

Name..... Brenton Gibson.....

Date..... 26th March, 2015.....

School Council President's endorsement represents endorsement of School Strategic Plan by School Council

Endorsement by the
delegate of the
Secretary

Signed.....

Name.....

Date.....

School Profile

Purpose

The fundamental purpose of Concongella Primary School is to provide a safe and stimulating learning environment where children are supported in their learning, encouraged to challenge themselves and become risk takers so that all can achieve their full potential.

The student mantra is: “I am **supported** in my learning; I am **encouraged** to do my best, so that I can **achieve** my full potential.”

We aim to build a caring and compassionate community where the values of equality, respect and honesty are evident in all we do and say; we support and encourage children to have confidence to achieve self-improvement within a framework of high expectations.

Values

Concongella Primary School has 3 core values, for staff, students and our wider school community:

Support; we support each other, we know that we are supported.

Encourage; we encourage other students to aim higher, we are encouraged to meet high expectations.

Achieve; we focus on our achievements, we celebrate our achievements, we achieve great results.

These are supported by the departmental values of:

Collaboration and Knowledge Sharing;

Outcomes;

Respect and Diversity;

Empowerment.

Environmental Context

Concongella Primary School is a small primary school situated approximately 5km from the country town of Stawell, which is located in western Victoria approximately 230kms from Melbourne. The school is in an unusual setting in that it is not situated in a town but in the midst of open range farms and bushland. This poses a challenge related to engagement with parents. There is not a local community within which families frequently interact and as the majority of students travel by bus, those parents don't regularly visit the school.

The school has an enrolment of 27 students and caters for their educational, social and emotional needs. Of these students; 1/3 live within a 10 km radius of the school, 1/3 travel on the country bus service or car from further out towards the townships of Landsborough and Great Western and the other 1/3 travel by car or bus from the town of Stawell.

The school's enrolment numbers have been steady over the past four years and increased to 27 in 2015 with an intake of 6 prep students.

The students come from a variety of socio-economic and family backgrounds. Over the past 5 years the Student Family Occupation has trended downwards from 0.5431 in 2010 to 0.4300 in 2014 and 12% of the families currently receive the Educational Maintenance Allowance.

The school is generally not culturally diverse and does not have any students with a language background other than English. There are a small number of Koori students (12% of the student population). The school also has one student with a recognised disability.

The school's staff allocation is 3.5 EFT spread across 6 staff members. This comprises: the principal, who has a 4 days teaching load; 1 full time teacher and 2 part time teachers. There is also 1 part time business manager and 1 teacher aide. The school is visited by a Mobile Area Resource Centre (MARC) Van service one day each fortnight.

The schools facilities comprise an historic school building which has been renovated and now houses the office and staffroom. There are 4 classrooms which are a mixture of two very new spaces and two that are older. All are well equipped with computers and are fitted with electronic whiteboards. The school has a strong focus on ICT and provides iPads for all students.

All students are on an Individual Learning Plan which is regularly reviewed and is supported by an extensive data collection schedule, which ensures the Learning Plan targets each student's needs. Student Individual Learning Plans have both an academic and behaviour focus. The ClassDojo program allows each student's behaviour goals to be clearly articulated and regularly reported to parents.

The school staff has also recently developed a new instructional model and they are now in the process of jointly planning implementation.

The key findings from the review are:

- Review and strengthen the mathematics scope and sequence plan
- Implement a common system to map student progress in mathematics
- Investigate and implement a process to gather more data on writing
- Undertake research for the development of a literacy scope and sequence plan that embeds the effective teaching of writing & spelling across the school
- Continue work develop and consistently implement the new Instructional Model
- Focus attention on student connectedness and respect and the development of social skills
- Promote an expectation that students will behave respectfully to others
- Initiate personal contact with families that seldom connect with the school

Service Statement	<ul style="list-style-type: none"> • Sustain current practices that are effectively supporting student wellbeing. <p>The school's financial position is sound with a projected surplus for 2014 and an anticipated surplus in 2015. The review panel agreed that the financial position of the school, together with the processes to ensure the school's resources are directed to the student's needs and the commitment of the staff place the school in a very strong position to continue to improve and provide a sound education for its community.</p>
	<p>Concongella Primary School is committed to effective individualised learning, so that all students can achieve growth across all areas of the curriculum. We are committed to providing guaranteed and viable teaching and learning sequences in all areas of the curriculum with an emphasis on literacy and numeracy supported and enhanced by a strong supplement of specialist programs.</p> <p>We deliver literacy and numeracy targeted at individual student needs; Art, music and german language delivered by specialists in those fields; and Health and Physical Eduation, the humanities, Information and Communication Technologies timetabled according to the requirements.</p>

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	<p>In <u>Numeracy</u>, we will improve student outcomes in all areas with specific focus on number.</p> <p>In <u>Literacy</u>, we will improve student outcomes in writing.</p>	<p><u>Numeracy:</u></p> <ul style="list-style-type: none"> All students deemed capable will achieve med-high relative growth in the area of number. All students deemed capable achieving at or above standard in mathematics. Fully developed scope and sequence documents. All staff using mathematics scope and sequence. Effective mapping of student data. <p><u>Literacy:</u></p> <ul style="list-style-type: none"> All students deemed capable will achieve med-high relative growth in the area of writing. All students deemed capable achieving at or above the standards in writing. Fully developed scope and sequence documents in Writing. All staff using writing scope and sequence. 	<p><u>Numeracy:</u></p> <ul style="list-style-type: none"> Review the mathematics scope and sequence plan to include number throughout the curriculum and ensure a smooth transition from lower to senior school Implement a common process to map student progress. <p><u>Literacy:</u></p> <ul style="list-style-type: none"> Sustain the effective practices that are in place to teach reading, speaking and listening Investigate and implement a process to gather more data on writing Undertake research work with the view to developing a literacy scope and sequence plan that embeds the effective teaching of writing & spelling.
Engagement	<p>During this strategic plan period in <u>Teaching & Learning</u>, we will further develop our chosen model of instruction: The Over-The-Rainbow Model, to create greater consistency of teaching practice and planning between all teaching staff at Congongella Primary School. This will enhance student engagement by ensuring that all students have best</p>	<p><u>Teaching & Learning:</u> Student Attitudes to School survey will show Learning Confidence 3.5+ (2014 data= 3.25), Teacher Effectiveness 4.5+ (2014 data= 4.29) and Stimulated Learning 4.75+ (2014 data= 4.58).</p> <ul style="list-style-type: none"> All students will show improvement in behaviour, with no students below 65% positive and a class average of 80%+ in ClassDojo. 	<p><u>Teaching & learning:</u></p> <ul style="list-style-type: none"> Continue work on the new Instructional Model to: <ul style="list-style-type: none"> describe in detail what each aspect of the model includes and how it looks in practice identify the areas of the model that should be delivered consistently

Wellbeing

<p>practice teaching delivered at all times.</p> <p>Concongella students will develop respect to improve the behaviour, motivation and connectedness. We will enhance their sense of belonging to their school and wider community and ensure that they are supported into, through and from Concongella Primary School.</p>	<ul style="list-style-type: none"> • School motto used at each assembly. • 100% of students on ILP's that are communicated to the parents in week 5-6 of each term, and reported on at the end of each term. • In Student Attitudes to School survey: <ul style="list-style-type: none"> ○ Classroom behaviour 3.5+ (2014 data= 2.95) ○ Student motivation 4.5+ (2014 data= 4.11) ○ School connectedness 5.0+ (2014 data= 4.57) • In Parent Opinion Survey: <ul style="list-style-type: none"> ○ Classroom behaviour 4.5+ (2014 data= 3.85) ○ Student motivation 5.5+ (2014 data= 5.3) ○ School connectedness 5.75+ (2014 data 5.55) ○ Approachability 5.5+ (2014 data= 5.13) • Increased enrolments figures, maintaining numbers well above the threshold of 20. 	<ul style="list-style-type: none"> - across the school plan the staged implementation of the model - monitor implementation through strategies such as incorporation into Annual Performance Plans and regular peer observation - plan a formal evaluation of the implementation and effectiveness of the model <p>Continue to sustain the following actions:</p> <ul style="list-style-type: none"> • Utilisation of ClassDojo • Introduction of Base Expectations • Clearly defined values • Use of Individual Learning Plans • Involvement in all early childhood network and kindergarten meetings • Enhanced relationships with the kindergartens, early childhood providers and secondary colleges. <p>Undertake an audit to identify families that seldom connect with the school and target each family with some personal contact and communication.</p> <p>Identify past students (senior citizens) for current students to interview and record their story.</p> <p>Re-energize the school playgroup</p>
<p>All students will feel safe and connected at Concongella Primary School.</p>	<ul style="list-style-type: none"> • In student attitudes to school survey: <ul style="list-style-type: none"> ○ Student safety 4.5+ (2014 data= 3.86) ○ Student Distress 5.5+ (2014 	<p>Sustain current practices that are effectively supporting student wellbeing (see those listed for student engagement)</p>

Productivity		<ul style="list-style-type: none"> o data= 5.07 o Student morale 5.5+ (2014 data= 4.91) • In Parent opinion survey: <ul style="list-style-type: none"> o Student Safety 5.0+ (2014 data= 4.83) o Social skills 5.75+ (2014 data= 5.57) • Absence rate to be at or below the state average of similar schools. 	<p>Concerning students with high levels of absenteeism:</p> <ul style="list-style-type: none"> • the school approaches the region to seek support to improve the low attendance of the particular students <p>The school supports the principal to undertake the 'bridges into poverty' program.</p>
	We will ensure that resources are allocated and utilised in the areas of need. We will scrutinise expenditure to ensure that it is purposeful and meaningful. We will align human, monetary and physical resources with the areas of need identified to ensure student achievement, engagement and wellbeing.	<ul style="list-style-type: none"> • Maintain a surplus every year. • Maintain staffing profile that caters for the areas of identified need. • Purchase writing assessments • Hire a contracted position to run a supported playgroup 	<p>Run a supported playgroup in our current playgroup setting.</p> <p>Engage members of the wider community in School based activities.</p>

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
Achievement	2015 Numeracy: <ul style="list-style-type: none"> ▪ Embed Number into Numeracy Scope and Sequence ▪ Implementation Literacy: <ul style="list-style-type: none"> ▪ Develop scope and sequence documents in literacy ▪ Focus on writing ▪ 	Numeracy: <ul style="list-style-type: none"> ▪ Finalised numeracy scope and sequence with number as focus. ▪ Improvement in NPT assessment scores. ▪ Planning documents to reference scope & sequence. Literacy: <ul style="list-style-type: none"> ▪ Finalised scope and sequence documents. ▪ 6months+ growth per semester in writing. ▪ Planning documents reference scope and sequence. ▪
	2016 Numeracy: <ul style="list-style-type: none"> ▪ Implementation ▪ Evaluate impact ▪ Possible revision and continued implementation ▪ Evaluate impact Literacy: <ul style="list-style-type: none"> ▪ Implementation ▪ Evaluate impact ▪ Possible revision and continued implementation 	Numeracy: <ul style="list-style-type: none"> ▪ 6 months + growth in number every semester. ▪ Evaluation of scope and sequence. Literacy: <ul style="list-style-type: none"> ▪ Continued 6 months+ growth per semester in writing. ▪ All students deemed capable at or above expected levels. ▪ Evaluation of scope and sequence. ▪
	2017 Numeracy <ul style="list-style-type: none"> ▪ Continued implementation ▪ Evaluate impact Literacy <ul style="list-style-type: none"> ▪ Continued implementation ▪ Evaluate impact ▪ 	<ul style="list-style-type: none"> ▪ School Review

Engagement

2015	<p>Teaching & Learning:</p> <ul style="list-style-type: none"> ▪ Peer observation focussed on new element/s in the new Instructional Model ▪ Pre-test students on some elements of the Instructional Model ▪ Develop theories of action ▪ Implement Instructional Model ▪ Write as goal into Annual Professional Development Plans ▪ Continued use of ClassDojo ▪ Implement Base Expectations and School motto ▪ Individual Learning Plans ▪ Conduct communication audit 	<p>Teaching & Learning:</p> <ul style="list-style-type: none"> ▪ Peer observation reports. ▪ Instructional model used in planning docs ▪ Pre-test. ▪ Theories of action ▪ PDP goals to reference theories of action. ▪ Graphs showing improved behaviour. ▪ Students able to independently recite motto. ▪ 100% ILP's ▪ Communication audit
2016	<p>Teaching & Learning:</p> <ul style="list-style-type: none"> ▪ Rounds of Peer Observations ▪ Reflect/discuss at Professional Learning Team ▪ Build goal into Annual Professional Development Plans ▪ Post-test students on implemented elements of Instructional Model ▪ Continued use of ClassDojo ▪ Individual Learning Plans ▪ Conduct communication audit ▪ Evaluate findings 	<p>Teaching & Learning:</p> <ul style="list-style-type: none"> ▪ Peer observation reports. ▪ Instructional model used in planning docs ▪ Post-test. ▪ PDP goals to reference instructional model ▪ Graphs showing further improvement- all students above lowest threshold of 65% ▪ Communication audit
2017	<p>Teaching & Learning:</p> <ul style="list-style-type: none"> ▪ Continued implementation ▪ Evaluate impact 	<ul style="list-style-type: none"> ▪ School Review
2015	<ul style="list-style-type: none"> ▪ Continued use of ClassDojo ▪ Implement Base Expectations and School motto 	<ul style="list-style-type: none"> ▪ Decrease absenteeism ▪ Individualised plans for absenteeism ▪ Introduce 3-4 transition program

Wellbeing		<ul style="list-style-type: none"> Individual Learning Plans- with behaviour chart Get advice from region to assist with absenteeism Use advice to construct a plan Complete Bridges into Poverty PD 	<ul style="list-style-type: none"> Complete Bridges into Poverty PD
	2016	<ul style="list-style-type: none"> Continued use of ClassDojo Review, evaluate and continue to implement Base Expectations and School Motto Individual Learning Plans- with behaviour chart Review, evaluate and continue implementation absenteeism plan Complete Bridges into Poverty PD 	<ul style="list-style-type: none"> All students above 65% positive behaviour Absenteeism at or below state average
	2017	<ul style="list-style-type: none"> Evaluation of impact 	<ul style="list-style-type: none"> School Review
Productivity	2015	<ul style="list-style-type: none"> Research Writing assessments Purchase assessments Implement assessment into assessment schedule Implement Evaluate assessment data Source an appropriate person as Playgroup Leader Contract and hire playgroup leader Evaluate Supported Playgroup model Define continuation or cessation 	<ul style="list-style-type: none"> Purchase Writing Assessment Begin data collection in June Hire Playgroup Leader
	2016	<ul style="list-style-type: none"> Implement Evaluate assessment data 	<ul style="list-style-type: none"> Continue data collection Improved writing data Playgroup
	2017	<ul style="list-style-type: none"> Evaluation of impact 	<ul style="list-style-type: none"> School review

Sequencing of improvement activities for Concongella Primary School

Achievement	2015				2016			
Area of Focus / activity	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Numeracy								
Analyse what we have and determine what we need								
Combine into curriculum								
Plan embedding Number into Numeracy Scope and Sequence								
Implementation								
Evaluate impact								
Possible revision and continued implementation								
Evaluate impact								

Achievement Area of Focus / activity	2015				2016			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Literacy								
Analyse the curriculum documents								
Develop scope and sequence documents in literacy								
Focus on writing								
Implementation								
Evaluate impact								
Possible revision and continued implementation								
Evaluate impact								

Achievement Area of Focus / activity	2015				2016			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Teaching and Learning								
Rounds of peer observation focussed on new element/s in the new Instructional Model	■							
Pre-test students on some elements of the Instructional Model	■							
Analysis of current versus our view of best practice		■						
Develop theories of action			■					
Develop agreed protocols about common elements			■	■				
Commence staged implementation of elements				■				
Write as goal into Annual Professional Development Plans	■							
Continue implementation					■			
Evaluate through:								
- Rounds of Peer Observations						■	■	■
- Reflect/discuss at Professional Learning Team						■	■	■
Build goal into Annual Professional Development Plans					■			
Post-test students on implemented elements of Instructional Model						■		■

Engagement Area of Focus / activity	2015				2016			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Engagement								
Continued use of ClassDojo								
Introduce Base Expectations								
Develop and introduce School Motto								
Implement Base Expectations and School motto								
Review, evaluate and continue to implement Base Expectations and School Motto								
Individual Learning Plans								
Conduct communication audit								
Evaluate findings								
Identify members of community								
Students conduct interviews and record life story								
Grade 3- 4 transition activities								
Respect/ connectedness/ working together activities								

Wellbeing Area of Focus / activity	2015				2016			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Wellbeing								
Continued use of ClassDojo								
Introduce Base Expectations								
Develop and introduce School Motto								
Implement Base Expectations and School motto								
Review, evaluate and continue to implement Base Expectations and School Motto								
Individual Learning Plans- with behaviour chart								
Get advice from region to assist with absenteeism								
Use advice to construct a plan								
Implement plan								
Review, evaluate and continue implementation								
Grade 3- 4 transition activities								
Respect/ connectedness/ working together activities								
Complete Bridges into Poverty PD	When available.							

Productivity Area of Focus / activity	2015				2016			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Productivity								
Research Writing assessments								
Purchase assessments								
Implement assessment into assessment schedule								
Implement								
Evaluate assessment data								
Source an appropriate person as Playgroup Leader								
Contract and hire playgroup leader								
Evaluate Supported Playgroup model								
Define continuation or cessation					Dependant on outcome of evaluation.			