2016-2019

School Strategic Plan for Syndal South Primary School 4924

Endorsements

Endorsement by School Principal	Signed……………………………………. Name: Susanne Lowe Date………………………………………
Endorsement by School Council	Signed……………………………………. Name Sandy Delaney Date……………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council

	Signed……………………………………….
Endorsement by the delegate of the Secretary	Name……………………………………….
	Date………………………………………

School Profile

Purpose	- To work as a community to develop the whole child. - To ensure students are independent learners who are empowered to achieve their personal best, be active members of the community and make a difference locally and globally. - To nurture socially competent individuals, who are confident, curious and collaborative. - To promote and support an inclusive community and advocate for all students and families. - To extend attitudes & understandings, leading to community action to reduce their environmental footprint and promote sustainability.
Values	- Care – showing kindness and consideration - Curiosity - wondering about and exploring themselves and the world - Integrity - being honest and fair, being true to oneself. - Resilience - building a positive attitude, having the confidence and persistence to face, overcome and grow with life's challenges - Respect - a commitment to the rights of self, others and the environment.
Environmental Context	Syndal South is a small community school located in Mt Waverley in the eastern suburbs of Melbourne. The school caters for students from Prep (Foundation) to Year 6. The enrolment has built to 400 students; currently there are 17 classes. The socio-economic profile of the school is high and the Student Family Occupation (SFO) indicator of the school is 0.19.

The school provides comprehensive programs; there has been a sustained and clear focus on developing a stimulating learning environment able to cater for a diverse group of students. With strong academic programs and comprehensive literacy and numeracy programs students experience a program based on AusVELS and includes specialist programs in Japanese, Music, Physical Education and Visual |

Art. There is a program to support the growing number of students from a Language Background Other Than English. Syndal South has an ever expanding and up to date Digital Technology program including the use of Google Drive, iPads and notebooks. This Strategic Plan will see the school implement the Victorian Curriculum – whilst trialling aspects in 2016 full implementation will take place from 2017. The implementation of the Framework for Improvement in Student Outcomes will also impact on the work undertaken moving forward.

The staff work in teams to plan the comprehensive learning programs, with teams being responsible for all students in their cohort. The focus on team building and staff wellbeing continues, with protocols and accepted practice across the school in the learning programs being continually developed.

The school celebrates diversity and values equity and access. We maintain a community spirit where staff, students and parents work together with a clear sense of purpose to ensure students are able to achieve their personal best. We develop a safe, caring and friendly environment, we work to celebrate success and build on student learning at every opportunity.

As part of the education of the whole child our school runs extensive extra curricula programs, including an extensive and successful Aerobics program (including State, National and World Champions in the last two years) and a Solar Boat and Car program equal to any in the state (with National representation on a number of occasions). The school runs lunchtime programs to support student interest and social skill development. Leadership opportunities are provided to all of our Year 6 students and our Year 5 students work with a prep student as part of the Better Buddies program. An after school sports program is available, with students experiencing a variety of sports and making links with local clubs. Additionally we provide a Student Welfare Worker who provides support to students, families and staff with individual counselling and group social skills activities.

The buildings and grounds are diverse and interesting, providing students with extensive play spaces in an expansive natural environment. The building provided under the BER program remains the only new learning space for many years. The fifty-year-old buildings provide a challenge in terms of maintenance, however the staff ensure the classrooms are well set-up to reflect contemporary teaching and learning, including displays reflecting and supporting student work. There are additional buildings for the music and art programs, supporting the school's emphasis on the provision of a wide curriculum, with recent maintenance in the Hall and Art room.

Parental involvement is a key feature of this community school. A range of expertise and interests is valued and incorporated to support student learning and multi-faceted aspects of the school community. Parental involvement, especially in terms of the grounds and facilities enables the large property to be safely maintained and various environmental projects to be undertaken each year.

	The staff profile reflects a range of expertise, with the teaching staff varying in experience from 30+ years to first year graduates. Staff bring a diverse range of experience and skills to Syndal South Primary School. We are a small community school, which strives to bring out the best in every child. We are committed to developing students who are independent learners taking action and using their learning to support each other and making a difference in the local and wider community. We have a reputation for nurturing socially competent individuals who use their skills to contribute to society and take pride in their school.
Service Standards	General ● The school fosters close links with parents and the broader school community through its commitment to open and regular communications. ● The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. ● The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. ● The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. ● All students will receive instruction that is adapted to their individual needs. Specific: ● The school will respond to all communication by parents and caregivers within 2 working days. ● Parents will be engaged regularly when their child does not behave in a socially acceptable manner. ● Students will play an active part in the development and review of the school's behaviour policies. ● All teachers will provide timely and targeted feedback to students and their parents/carers on their work.

Strategic Direction

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 meet the personalised learning needs of each student and ensure learning growth in literacy and numeracy.	Develop teacher capacity to implement consistent practice in agreed research-based teaching and learning. Ensure a whole school approach to the use of evidence and data to inform teaching and track the learning growth for every student.
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.	Increasing the percentage of students achieving above the expected level in assessments (Victorian Curriculum teacher judgements, NAPLAN in numeracy, reading and writing) Increasing the percentage achieving high growth and decreasing the percentage achieving low growth on NAPLAN relative growth assessment.	
Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the	If the school builds the content knowledge and instructional practice of every teacher and staff member through professional learning, regular feedback and the building of research-based	

	Actions	Success criteria
strategies will achieve the goals articulated in the Plan.	professional learning, then student learning growth will improve.	
	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	● Identify current documentation and practice - clear, agreed expectations for what we teach, how we teach, how we assess and give feedback to students and parents for all areas of the curriculum - focus on mathematics and writing. ● Investigate Hattie's Big 4 - Learning Intentions, Success Criteria, Intellectually Challenging Tasks and Feedback. Identify what is already happening in each of these areas throughout the school - share findings across the school. ● Investigate the implementation of Master classes with Michael Ymer for 2017 ● Evaluate current peer feedback model (Collegiate visits) and refine current practice - identify what works and what doesn't work as a means of learning from each other and receiving feedback. ● Focus on whole school professional learning for new staff as part of ongoing induction.	Current practice highlighted across the school - planning documents, agreed practice at each level and commonalities across the school. Feedback to parents and students - identified and embedded at each level. Staff meeting minutes document sharing, planning documents including Hattie's Big 4. Plan for development and implementation across the school in 2017. Michael Ymer Masterclass agreed and booked for 2017 Current peer feedback model evaluated and documented, research undertaken and change to Collegiate Visits with more focused feedback model embedded - evidenced by staff PDPs, feedback documentation, present findings to staff. Evidence that new staff have participated in professional learning based on agreed whole school approaches.
Year 2	● Investigate the Helen Timperley model - Evidence Based Professional Learning Cycle	Principal and Assistant Principal research model and professional learning presented to staff.

	● Implement agreed practice in terms of what we teach, how we teach. how we assess and provide feedback - this could include Michael Ymer masterclasses.	Planning documents, minutes from meetings and planning days show agreed practice being implemented.
	● Implement peer observations and feedback model linked to the agreed teaching and learning practices.	An agreed model of feedback to be trialed throughout 2017
	● Implement agreed plan for use of success criteria, learning intentions, intellectually challenging tasks and feedback.	Implementation of plan across the school in 2017, minutes of meetings, planning documents and PDPs show evidence of implementation.
	● Investigate Donald Graves Seven conditions for writing to develop an agreed whole school approach to writing that is evident across the school (genre scope and sequence, lesson format, writing process and individual writing folios) - links with Writer's Notebook/Workshop	Evidence of professional readings and professional learning for staff has been undertaken, common practice identified and new practices trialed - planning documents.
Year 3	● Embed and continue to implement Year 1 and 2 actions. ● Investigate how to structure increased opportunity for moderation to improve teacher judgement and discuss effective practice across levels. ● Identify process used to collect and monitor student data and tracking of learning growth for every student.	Strategic Plan revisited at the beginning of Year 3, changes made as needed and presented to School council. Strategic teams document structured moderation sessions in staff meeting schedule, area teams minutes identifying moderation sessions. Whole school data collection and tracking of learning growth for every student established.
Year 4	● Embed and evaluate Year 2 and 3 actions.	Success criteria identified when Year 2 and 3 actions are set at beginning of each year.

	● School Review Year as directed by DET	School self evaluation completed for Review

Engagement	**Key improvement strategies**
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 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 develop student interest and motivation in a rich, relevant and challenging learning environment.	Plan for challenging goals and feedback for students and teachers. Provide a differentiated learning program that engages and motivates students using existing and new technologies.
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.	Increasing the ATSS survey teaching and learning variables (eg student motivation, stimulating learning, learning confidence, teacher effectiveness); improved student attendance - each based on 2015 benchmarks.	
Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the	When students have challenging goals and timely feedback, they will have more ownership of their learning then student confidence motivation and engagement will be enhanced.	

	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 will achieve the goals articulated in the Plan.		
Year 1	● Enhancing student voice and ownership of learning through developing greater consistency with student goal setting, learning intentions and success criteria for lessons.	Staff PDPs identify learning intentions and success criteria - as part of achievement goal strategy.
	● Strengthen the provision and use of ICT across the school	ICT use documented in planning documents, evidence used in staff PDPs
	● Share the Strategic plan for ICT - identify what needs to be a focus in the first year - dedicate time as a whole staff to review and begin to implement.	
	● Implement the Transition survey with Prep parents to evaluate the Transition process	Transition survey implemented and evaluated., changes to Prep Transition made as required
	● Design a Transition survey for new families into the school	Survey researched, designed and trialled ready for implementation in 2017.
Year 2	● Building on student voice - identify how students currently give feedback to staff - share practice. ● Undertake whole school professional learning - digital technologies - sharing what is happening	Staff and team meeting minutes show evidence of sharing of current practice - students giving feedback to staff.

		PDPs, planning documents show sharing and implementation of new digital technologies strategies
	at each level - learning from each other and guest speaker to provide learning for all.	
	• Strategic plan for ICT - identify what needs to be a focus in the second year - dedicate time as a whole staff to review and begin to implement.	
	• Research induction programs for new families - including buddies and regular check ins - identify program needs.	Induction program for new parents developed based on research, aspects trialled for full implementation in 2018.
Year 3	• Embed and continue to implement Year 1 and 2 actions. • Strategic plan for ICT - identify what needs to be a focus in the third year - dedicate time as a whole staff to review and begin to implement.	Student feedback to staff, regularly occurring across the school, documentation including PDPs show changed practice based on feedback.
Year 4	• Embed and evaluate Year 2 and 3 actions. • Strategic plan for ICT - identify what needs to be a focus in the fourth year - dedicate time as a whole staff to review and begin to implement. • School Review Year as directed by DET	Success criteria identified when Year 2 and 3 actions are set at beginning of each year. School self evaluation completed for Review

Wellbeing 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** 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 foster a cohesive school learning community that supports and enhances the wellbeing of every student.	Design a whole school approach to build a positive approach to life for students and to enhance student wellbeing. Strengthen communication and collaboration with parents and the wider community
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.	Attitude to School Survey- student relationship variables, and teaching and learning (motivation, connectedness to school) each based on 2015 benchmarks. School Staff Survey (trust in student and parent and community involvement) each based on 2015 benchmarks. Parent opinion Survey (school learning focus, social skills, school connectedness, parent input, approachability) each based on 2015 benchmarks.	
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.	If there is a whole community focus on fostering student wellbeing and building student's personal and interpersonal skills then social skills, resilience and wellbeing will be enhanced	
	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	**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

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	will choose to describe actions with different levels of detail.	school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	● Investigate a framework to further develop a school wide positive behaviours approach ● Induction of new staff for the agreed protocols and non-negotiables ● Re-engaging the staff regularly in regards to shared expectations	Wellbeing Strategic Team investigated models of positive behaviours and shared with staff. Wellbeing Strategic Team conduct parent forum on positive behaviour framework Induction program completed for new staff, documented feedback gathered to improve program in 2017. Documented Staff meeting minutes, protocols and shared expectations part of agenda for all teams at least once a term.
Year 2	● Trialling and modelling strategies from a Whole School positive behaviour framework. ● Create opportunities to engage with parents on the investigation of a positive behaviour framework ● Identify different layers of support and intervention/inclusive practices that support all students especially with learning disabilities or learning difficulties - share current practice and knowledge - identify areas that need development.	New practice highlighted across the school - planning documents, modelled strategies trialled at each level - evidenced by minutes of meetings and or PDPs Identification of commonalities across the school, use to develop framework for implementation in Year 3. Parent Forum undertaken - topic - Positive behaviour framework. Evidence of professional readings and professional learning for staff has been undertaken, common practice identified and new practices trialed - planning documents, classroom programs or PDPs.
Year 3	● Implementing Whole School positive behaviour framework.	Evidence of professional readings and professional learning for staff has been undertaken, common practice identified and new practices trialed - planning documents.

	● Embed and continue to implement Year 1 and 2 actions.	
Year 4	● Development of documentation around Whole School positive behaviour made available for all students, staff and community to access. ● Embed and evaluate Year 2 and 3 actions. ● School Review Year as directed by DET	Positive behaviour documents attached to the school website and shared at induction with new staff. Positive behaviour practices embedded across school - evidence including planning documents, Student of the Week certificates.

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 enhance the human and physical resources in order to strengthen the school's teaching and learning culture	Build and optimise resources through investment in professional learning. Strengthen the provision and use of ICT across the school.
Targets Targets are defined measures of the successful achievement of the	Staff Opinion survey - Improvement in professional learning variables - School level support, Renewal of	

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.	Knowledge and Skills, Collective participation, Active participation, Coherence, Feedback Parent Opinion survey - Improvement in school improvement variable. Student Achievement data - see target above related to improvement areas	
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.	If there is a strong aligned focus on resourcing to achieve the goals of the strategic plan, then learning and development of every student will be enhanced.	
	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	● Use curriculum days to focus on professional learning of whole staff - using key improvement strategies as focus ● ICT Strategic Plan - shared with staff and community, begin implementation for first year 2016 ● Review school meeting timetable and structure of teams to ensure time is allocated for the needs of the Key Improvement Strategies. Ensure time is allocated for sharing learning throughout the year.	Curriculum Days implemented, changed practice of teaching staff as evident by planning documents, strategies used within classroom programs. Strategic Plan - first year implemented - documentation to show use of budget and increased staff capacity in ICT - epotential survey, planning documents showing use of ICT across the school. ePotential Survey - results showing improvement.

	● Build and optimise resources through investment in professional learning	
Year 2	● Whole school professional learning around inclusion and learning difficulties. ● ICT Plan reviewed and further implemented.	Curriculum day and professional reading program implemented to support staff to build their capacity when working in the area of inclusion and learning difficulties.
Year 3	● Embed and continue to implement Year 1 and 2 actions. ● ICT Plan reviewed and further implemented - with innovative practice occurring across the school.	ICT practice across the school - ePotential and other surveys show innovative practice in place across the school.
Year 4	● Embed and evaluate Year 2 and 3 actions. ● School Review Year as directed by DET	Success criteria identified when Year 2 and 3 actions are set at beginning of each year. School self evaluation completed for Review

Draft completed March 2016