



## Fish Creek and District Primary School Strategic Plan 2017-2020

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Dale Banks  19/9/17	.....[name] ..... [date]	.....[name] ..... [date]
School council: Brad Gale  19/9/17	.....[name] ..... [date]	.....[name] ..... [date]
Delegate of the Secretary: ..... [name]	.....[name] ..... [date]	.....[name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our vision as a school is to support an environment where we can develop positive, independent learners who strive to be the best they can be. Students are central to all we do; we believe our actions make a difference to the learning and achievement of all students. We have a commitment to developing 21<sup>st</sup> century learners by creating smart safe and responsible digital citizens through our eSmart digital technologies program.</p>	<p>Fish Creek and District Primary School believes in a core set of values that underpin the development of happy and successful students. The values of Fairness, Commitment and Respect are the cornerstones of supporting students in becoming positive citizens within the community. We are a child safe school and as such we are committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.</p>	<p>Fish Creek and District Primary School is situated in South Gippsland, 170km South-East of Melbourne. The school has both heritage and modern buildings and is surrounded by farmland with proximity to beaches and the Wilson's Promontory National Park. The Student Family Occupation (SFO) is at 0.33.</p> <p>Enrolments have fluctuated between 75 and 90 students over the four years with the current enrolment at 91. The school had been organised into three classes in 2016 this was increased to 4 for 2017. The school employs a principal, 4.8 teachers, 1.5 education support staff and 1.25 trainees.</p> <p>The school is a member of the local Waratah Cluster of three primary schools for sport and cultural activities and of the extended cluster, the Corner Inlet Learning Alliance (CILA) which consists of the 6 primary schools in the local area. CILA has engaged teachers and education support staff in professional learning and professional support networks.</p> <p>Challenges identified through the review in developing teacher capacity were the lack of consistent professional learning team practices over the four years and insufficient moderation of assessment to build consistency and accuracy of teacher judgements.</p> <p>The review acknowledged that the school contributed to improved engagement and wellbeing included the strong relationships that were developed between families, students and the school, the suite of wellbeing programs that developed students' engagement and wellbeing and the shared planning and collective responsibility for students with individual learning plans. However, student absences was above state average and the panel noted that this needs to be addressed.</p> <p>The review showed that the school had improved the consistency of student learning outcomes as students moved through the school although it was determined that student growth was greatest in prep to year two. This meant that there was a drop off in higher growth from grades 3-6.</p>	<p>Fish Creek and District Primary School's core intent is for all students to reach their full potential. Our purpose will be to achieve high learning growth for every student with a focus on students achieving above the expected level. Through past statistical analysis, it showed at Fish Creek that our students had a high level of learning through all fields in the junior grades (P-3), however growth didn't remain at a high level as they progressed through the senior levels. Through our 2016 NAPLAN results measured against the same cohort from 2014 our percentage of students in the top two bands decreased in reading (61% - 40%) writing (50% - 0%) and Numeracy (71%-20%).</p> <p>Our rationale is if we develop a shared professional practice with high impact teaching strategies and collaborative processes to monitor and track students' progress along their learning pathway, then all students will achieve high learning growth. Through the FISO gateway of building practice excellence, with a core focus on lifting Curriculum Planning and Assessment we are prioritising to develop staff capacity to implement essential changes to teaching and learning strategies to facilitate high impact learning.</p> <p>When viewing student progress, it is essential that we look at the individual student in a holistic view. It is not just academic results; we want to ensure that we are providing the means to assist students to become happy, healthy and well-rounded individuals. Attendance data showed that our absence levels was above state average and additionally our unexplained absences were high. Between 2012-2016 the average days absence per student was 17 this was well above the results for schools with similar characteristics.</p> <p>Our belief is if teachers develop challenging and aspirational goals with students and teach them to self-assess and monitor their own progress within a positive learning climate then resilience, engagement and motivation will improve</p> <p>By creating a Positive Climate for Learning, through setting expectations and promoting inclusion it can create a culture where students are self-motivated to learn and intrinsically engaged in creating a positive school environment.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To achieve high learning growth in literacy and numeracy for every student and with a focus on students achieving above the expected level.</p>	<p><b>Excellence in teaching and learning: Curriculum Planning and Assessment and Building Practice Excellence with a focus on evidence based High Impact Teaching Strategies</b></p>	<p><i>If we develop a shared professional practice with high-impact teaching strategies and collaborative processes to monitor and track student progress along their learning pathway, then all students will achieve high learning growth.</i></p> <p>Creating a high performance collaborative practice supported by coaching and observation practices with an initial focus on reading strategies.</p> <p>Develop and implement a guaranteed and viable curriculum across the school supported by the use of high impact teaching strategies</p> <p>Develop a consistent assessment schedule to build capacity of staff to make informed and accurate judgements on student assessment.</p>	<p><b>Outcome targets:</b></p> <p><i>Learning outcomes</i></p> <ul style="list-style-type: none"> <li>The proportion of students achieving high growth in Numeracy as measured by NAPLAN Year 5 data is annually increased from 20% in 2016 to 30% by 2020.</li> <li>The proportion of students achieving high growth in Writing as measured by NAPLAN Year 5 data is annually increased from 0% in 2016 to 25% by 2020.</li> <li>The percentage of students in the top two bands in reading as measured by year 5 NAPLAN to average 48% (40% in 2016).</li> <li>That 80% of students will have over a year's growth in spelling for a calendar year by 2020 currently at 62% based on the Schonell spelling test</li> </ul> <p><i>Attitudes to School Survey</i></p> <ul style="list-style-type: none"> <li>Positive responses in stimulating learning will increase from 75% in 2016 to 80% in 2020</li> </ul> <p><i>School Staff Survey</i></p> <ul style="list-style-type: none"> <li>Emphasis is placed on the importance of academic success and school norms support learning – minimum 80.0 endorsement by 2020. (Currently 73.2)</li> <li>The curriculum is coherent across year levels and is delivered adequately in the time allotted – minimum 70.0 by 2020. (Currently 64.96)</li> </ul>
<p>To increase student resilience, well-being, engagement and motivation.</p>	<p><b>Positive Climate for Learning: Setting expectations and promoting inclusion</b></p>	<p><i>If teachers develop challenging and aspirational goals with students and teach them to self-assess and monitor their own progress within a positive learning climate then resilience, engagement and motivation will improve.</i></p> <p>Develop learning and teaching processes and practices to embed a growth mindset model throughout the school.</p> <p><i>Embed a unified school vision, values and learning culture across the school to foster a positive climate for learning.</i></p>	<p><b>Outcome targets:</b></p> <p><i>Learning outcomes</i></p> <ul style="list-style-type: none"> <li>An annual decrease in the average days absent per student, reducing from 17 days in 2016 to 14 days by 2020</li> </ul> <p><i>Attitudes to School Survey</i></p> <ul style="list-style-type: none"> <li>Positive responses in classroom behaviour will increase from 50% in 2016 to 70% in 2020</li> </ul> <p><i>Parent opinion survey</i></p> <ul style="list-style-type: none"> <li>Classroom behaviour to improve – minimum 50<sup>th</sup> percentile by 2020. (Currently 4.9)</li> <li>Student safety to improve – minimum 50<sup>th</sup> percentile by 2020. (Currently 25.0)</li> </ul>