



Inspire Engage Achieve

School Strategic Plan for Manchester Primary School 5009 2014-2017 Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name...Peter Jenkins</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name...Nila Blennerhassett</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	We are committed to providing a teaching and learning environment which maximises opportunities for every child to develop socially, emotionally, academically and physically. We strive to create a safe, caring, supportive and purposeful atmosphere based on mutual respect, trust and the pursuit of excellence.
Values	At Manchester Primary we develop values, attitudes, knowledge and skills which enable each child to embrace learning, to value the desire to become life-long learners, and to be active contributors to their local and global communities. As a school (community) we embrace our motto – “ Inspire Engage Achieve ” and continually strive to achieve our personal best.
Environmental Context	<p>The school teaching pedagogy and wellbeing approach is centred on students as individuals and recognises both elements as crucial to student success.</p> <p>The Walker Learning Approach is an evidence based pedagogy. It provides an authentic personalised learning model of teaching and learning that is effective across all cultural, economic, geographical, religious and social spectrums.</p> <p>This pedagogy uses a developmentally appropriate approach to engage children in meaningful and relevant learning which enhances academic skills alongside social and emotional development. It draws upon evidence from neuroscience and human development and reflects and respects the uniqueness of culture, family and relationships. It uses play-based (F-2) and personalised learning theories as its basis and retains explicit instruction of literacy and numeracy.</p> <p>Aligned with our TRIBES approach students use intrinsic motivators that focus on children being able to achieve their personal best in a caring and supportive environment. Our focus on the individual creates a purposeful learning that is engaging, inspired by personal interest, and allows for student success at the developmentally appropriate stage.</p>
Service Standards	<p>With established wellbeing structures and supporting professional practices, the school is in an excellent position to target literacy results in Writing, Spelling, Grammar and Punctuation and continue to improve Numeracy results in the coming four years. A merger with Barneong Reserve Kindergarten and increased enrolments is likely to create additional complexity to the composition of the school. To ensure future success the school will commit to:</p> <ul style="list-style-type: none"> • Whole school approaches in literacy and numeracy • A closer focus on student data that will accommodate student transition from two years of age through to Level 6 • Develop staff opportunities to further develop leadership roles that target literacy, numeracy and student transition • 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

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	Improve student outcomes in literacy and numeracy	<ul style="list-style-type: none"> Accurately identifying every student against AusVELS indicators. Increase the percentage of students achieving high growth on NAPLAN relative growth reports to above 25% in Writing and Spelling In NAPLAN Numeracy results, maintain 4 year average at above 25% high growth and less than 20% in low growth. <p>Panarama report, naplan results</p>	<p>Develop, document and implement explicit teaching practices in Literacy and Numeracy</p> <p>Build the capability of teachers to be data literate</p> <p>These targets should be put into PDPs for literacy leaders & numeracy leaders</p>
Engagement	Improve student engagement in their learning	<ul style="list-style-type: none"> Maintain Attitudes to School Survey results at above 75% for Stimulating Learning. Increase the approval rate to above 25% in all domains of the Parent Opinion Survey. Increase the approval rate to above 50% in 'reporting' in the Parent Opinion Survey results. Establish consistent teaching practises using WLA pedagogy that targets student engagement 3 year olds to Level 6. Engage families on a monthly basis with regular ongoing reporting connected with the focus child roster. <p>Survey data annual</p>	<p>Develop and document an Instructional Model across the school that supports consistent teaching practise</p> <p>FISO documents</p> <p>Are they followed</p> <p>Displayed in any classroom</p> <p>Reviewer picks any kid and asks what LI & SC</p> <p>Employed VL coach</p>
Wellbeing	To ensure every student achieves success in an inclusive, supportive learning environment.	<ul style="list-style-type: none"> Maintain Attitudes to School Survey results at above 75% in 'Connectedness to school'. Improve 'student safety' and 'classroom behaviour' above 50% in the Parent Opinion Survey 	Ensure WLA ideals of individual growth are supported by teaching approaches and wellbeing practises

		<ul style="list-style-type: none"> • Improve '<i>transition</i>' above 50% in the Parent Opinion Survey • To encourage 35% or greater, of Level 6 students to apply for school leadership roles. 	
Productivity	Increase the capacity of the school to function as a strategic organization	<ul style="list-style-type: none"> • Staff survey reflects '<i>collaborative practise</i>' above 500. • Staff '<i>trust in colleagues</i>' to rise above 500 • Raise overall staff survey score to above 500. • Enrolments from Barngheong Reserve reflect Manchester as the school of choice by achieving above 40% of students enrolled in the 4 year program . • Manchester Primary School enrolments increase to above 380 students reflecting school of choice from feeder kindergartens. 	Identify and develop staff leadership capacity to lead school improvement.

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement Develop, document and implement explicit teaching practices in Literacy and Numeracy	Year 1	<ul style="list-style-type: none"> ▪ Review the current documentation so that it aligns with AusVELS ▪ Establish whole school teaching approaches in literacy and numeracy 	<ul style="list-style-type: none"> ▪ Full documentation in reading ▪ Planning documents reflect differentiated learning tasks, referencing AusVELS indicators and assessments ▪ Selection of student tracking and reporting tool
	Year 2	<ul style="list-style-type: none"> ▪ Review reporting processes against AusVELS 	<ul style="list-style-type: none"> ▪ a range of assessment strategies are effectively used to triangulate data for accurate reporting
	Year 3		
	Year 4		
Achievement Build the capability of teachers to be data literate	Year 1	<ul style="list-style-type: none"> ▪ Establish professional learning teams aligned with target areas in literacy and numeracy 	<ul style="list-style-type: none"> ▪ Moderation of student work ▪ Assessment Schedule
	Year 2	<ul style="list-style-type: none"> ▪ Review reporting processes against AusVELS 	<ul style="list-style-type: none"> ▪ Modification of reports ▪ Data analysis against standardised monitoring and assessed according to the assessment schedule
	Year 3		
	Year 4		

<p>Engagement</p> <p>Develop and document an Instructional Model across the school that supports consistent teaching practise</p>	Year 1	<ul style="list-style-type: none"> Monitor teacher practice to ensure consistency in the delivery of literacy and numeracy Ensure the focus child roster reflects learning intentions in teaching programs 	<ul style="list-style-type: none"> Review instructional model All staff complete THRASS All staff trained in SWiST All data uploaded to GradeXpert PDP goals All staff implement protocols of WLA Communication boards consistent F-2 and 3-6 Teacher programs correlate with Focus child roster Peer observation PLT minutes
	Year 2	<ul style="list-style-type: none"> Closer communication to engage parents in their child's learning 	<ul style="list-style-type: none"> Teachers reporting against AusVELS Ongoing reporting Utilise a diverse range of communication tools; School web site, Facebook, Newsletter, portal access for student tracking or year level blogs
	Year 3	<ul style="list-style-type: none"> Incorporate further opportunities for student voice within the school 	<ul style="list-style-type: none"> Expos Tuning in reflections
	Year 4		
<p>Wellbeing</p> <p>Ensure WLA ideals of individual growth are supported by teaching approaches and wellbeing practises</p>	Year 1	<ul style="list-style-type: none"> Teaching documentation reflects behaviour, social and emotional goals for all students 	<ul style="list-style-type: none"> Reporting comments reflect students interest and application to learning tasks Reporting fortnightly against focus child roster
	Year 2	<ul style="list-style-type: none"> Imbedded TRIBES practises and behavioural expectations throughout the school 	<ul style="list-style-type: none"> Consistent agreements in each year level of classroom expectations Documented process of behaviour expectations and management
	Year 3		
	Year 4		

<p>Productivity</p> <p>Identify and develop staff leadership capacity to lead school improvement.</p>	Year 1	<ul style="list-style-type: none"> ▪ Develop PLTs in line with identified target areas ▪ Coaching and mentoring ▪ Engage selected staff in leadership programs ▪ Define Roles and responsibilities for Level 1 and 2 teachers in line with ASTIL standards 	<ul style="list-style-type: none"> ▪ Collation of accurate data ▪ Moderation in Writing; Moderation in Numeracy ▪ Team teaching models developed and agreed between teams ▪ Timetabled PD aligned to PLT focus ▪ Staff delivering PD aligned to areas of study in Literacy and numeracy ▪ Data analysis driving teacher practise ▪ Documented expectations of staff according to teaching level ▪ Established expectations of staff roles in targeting student learning ▪ Induction process for new staff ▪ PDP process
	Year 2	<ul style="list-style-type: none"> ▪ Leadership programs connected to identified literacy and numeracy target areas 	<ul style="list-style-type: none"> ▪ PLT and staff PD reflect leadership program ideas and initiatives
	Year 3		
	Year 4		