School Strategic Plan for
Churchill Primary School 4970
2015 – 2018

Endorsements

Endorsement by School Principal	Signed………………………………………. Name: **Susan Gilmore** Date: 23/03/2105
Endorsement by School Council	Signed………………………………………. Name : Kellie McCartney Date: School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed………………………………………. Name…………………………………………. Date…………………………………………

Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."

Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.

School Profile

Purpose	*Churchill Primary School is committed to the goals of providing a safe, happy, respectful and positive learning environment where students share the responsibility for learning. We promote a social responsibility by developing adaptable, respectful , positive and innovate members of a global and changing world.*
Values	Respectful Positive Learners *The core values that underpin our work:* • *Respect* • *Positivity* • *Learners* *We demonstrate our respect by:* • *acting with care and compassion to others and to ourselves* • *holding our colleagues in high regard* • *listening with empathy and speaking with authenticity* *We demonstrate our positivity by:* • *acting in the best interest of Churchill Primary School staff and students* • *maintaining strong relationships with students, staff, parents and the community* • *behaving in ways that respect and advance learning* *We demonstrate being learners by:* • *providing quality curriculum grounded in evidence that adds value and is both engaging and challenging to students, teachers and parents* • *recognising and celebrating having a growth mind set iin ourselves and others* • *encouraging and inspiring others to embrace what it means to be a learner* • *making a positive difference to Churchill Primary School and education in general*

Environmental Context	Churchill Primary School is located in the Latrobe Valley, the heart of electricity generation in Victoria. The school was opened in 1968 and is situated in the middle of town close to the shopping centre, the pre-school, Kurnai Secondary College and the Gippsland campus of Federation University. We work hard to build capaacity to cater for a range of student needs. We are a School Wide Positive Behaviour Support school that enables us to provide an improvement framework for enhancing the learning environment and establish whole school community expectations. The staffing at the school currently stands at twenty-seven including the principal. The staffing profile includes seven ES (education support) staff, a full time primary welfare officer and two part time administration staff including the business manager. The staff mix combines experienced teachers with a range of accomplished and new graduates. Many issues relating to this area impact on family beliefs about teaching and learning. In the past few years, the school completed and continues to complete, significant building and grounds improvements. New classrooms were constructed in an open learning redevelopment and our Parents and Friends committee along with our exceptionally strong School Council, have been incrediably committed to their vision of improvement within our school environment and are now at the business end of having some major works completed including a new front enterance to the school and some vibrant painting and landscape gardening.
Service Standards	Service standards typically describe who the school is serving, the services the school will provide, and the standards of quality and responsiveness with which the school will provide the services.

Examples:

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 on their learning.* |

Strategic Direction

	Goals	Targets	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.*	**Improve and optimises student learning across the curriculum, with a strong focus on numeracy and literacy**	Minimum of 12 months learning growth in a year for every student measured by supported AUSVels teacher judgemtsn Students identified as at risk 100% achievement of ILP goals	Develop and implement agreed, whole-school practices in relation to teaching, learning and assessment. Improve teacher capacity to implement highly effective, evidence-based literacy and numeracy teaching practices.
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.*	**Improve student motivation and engagement in their learning.**	Attendance data improvement. Attitudes to School Survey Parent & Staff Opinion Survey improvements (75th percentile) Decrease in Office Referrals (ODR's) SET data	Build capacity of all learners to take greater responsibility for their own learning. Increase the effectiveness of consistent transition processes within the school.

Wellbeing	**Improve students feelings of positivity.**	Staff opinion survey Parent Opinion survey Attitudes to school survey (Growth to 75th percentile) Attendance data improvement Set Data Decrease in ODRs	Build teacher capacity to cater for the learning needs of all students. Build teacher capacity to cater for the social and emotional needs of all students.
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.			
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.*	**Increase the capacity of the school to function as a strategic organisation by ensuring effective allocation of financial, human and physical resources to support the successful delivery of school strategic priorities.**		Build a strong and united Leadership team with a clear sense of shared purpose and direction around teaching and learning. Establish a high performance culture characterised by teamwork, strong internal accountability and commitment to school goals, values and practices.

School Strategic Plan 2014- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.

Key Improvement Strategies		Actions	Achievement Milestone
ACHIEVEMENT 1. Develop and implement agreed whole-school approaches to teaching, learnng and assessment.	Year 1	▪ Define Whole School curriculum and instructional model approach (Teacher Effectiveness Enhancement Program - TEEP) ▪ Align professional learning and classroom observation with instructional model ▪ Revisit and prioritise highly effective teaching practices for professional learning	▪ A strategic plan for PD has been developed and is acted on. ▪ Curriculum review timeline - commencing work on time. ▪ Evidence ongoing PD on highly effective teaching practice e.g. Feedback, formative assessment, differentiation, etc. ▪ Individual PDP shows growth in teacher capacity linked to whole-school goals. ▪ Build teacher capacity to plan using CPS curriculum and instructional model
	Year 2	▪ Revisit and prioritise highly effective teaching practices for PL ▪ Continue to deepen the implementation of agreed actions in Year 2 ▪ Revisit and prioritise highly effective teaching practices for PD	
	Year 3	▪ Refine and embed the implementation of agreed actions in Year 3	
	Year 4	▪ Refine and embed the implementation of agreed actions in Year 3	
2. Improve teacher capacity to implement evidence-based literacy and numeracy teaching practices for success at all levels.	Year 1	▪ Develop reflective practice, at all levels ▪ Review PLC approaches ▪ Professional Learning for staff on using formative assessment effectively. ▪ Maths Specialists support differentiation in planning / teaching numeracy ▪ Targeted PD on literacy by Literacy team ▪ Targeted PD on numeracy by Maths Specialists ▪ Targeted PD on Language Support and ILP development	▪ PDP reflective practice evidence – e.g addition and subratction strategies , review effective planning ▪ Minutes of PLC show relection of approach – self-assesment of meetings, etc. ▪ An emerging growth in student results. ▪ Teachers' increased feedback through peer observation. Peer observation and feedback timetabled and minuted across the school
	Year 2	▪ Embed reflective practice at all levels ▪ Review PLC approaches	▪ Review of PLC methodology and approach ▪ Link inquiry cycle to performance and development and classroom observation

	Year 3	Refine and embed the implementation of agreed actions in Year 3	
	Year 4	Refine and embed the implementation of agreed actions in Year 3	

ENGAGEMENT			
3. Build capacity of all learners to take greater responsibility for their own learning.	Year 1	▪ Develop a system of setting goals with students. ▪ Improve ways of promoting student voice ▪ Implement goal setting, reflection, feedback and reporting ▪ Teach growth mindset principles with staff PD and teaching practices.	▪ Action Plan developed for student goal setting ▪ Students set learning goals in Literacy and Numeracy and Personal Learning in collaboration with teachers ▪ Create opportunities for students to develop their strengths, talents and interests.
	Year 2	▪ Develop student centred learning opportunities ▪ Reflect on systems in place ▪	
	Year 3	▪ Embed system of student goal setting ▪	
	Year 4	▪ Review system of student goal setting ▪	
4. Increase the effectiveness of consistent transition processes within the school	Year 1	▪ Audit, review and create policies, processes, systems for – Pre school, within the school, Yr6 to Yr7 and new enrolments and exiting students ▪ All staff agree to intra school transition processes	▪ ILPs support the transitions ▪ Continue to work with Kinder teachers, secondary teachers and SSSO group ▪ Staff act upon the processes in place for intra school transition practices ▪ Checklist of transition documents known to staff for use in Term 4 and Term 1 ▪ Differientiated transition checklists for Preschool and Year7
	Year 2	▪ Reflect on and evaluate transition policy and practices	
	Year 3	▪ Embed transition policy and practices	
	Year 4	▪ Review transition policy and practices ▪	

WELLBEING 5. Increase students feelings of positivity.	Year 1	▪ Develop an agreed understanding of what effective teacher practice looks like ▪ Introduce and implement Positive Education ▪ SWPBS framework / meetings continued – review and evaluate ▪ Audit, review and create policies, processes, school activities, ceremonies, acknowledgements etc, promoting high expectations. ▪ Develop a comprehensive social curriculum with targeted interventions.	▪ ILPs in place for all target students ▪ Use data to inform individual student programs and prioritise actions ▪ Action Plan for Positive Education ▪ Diffentiatied curriculum evident in planning ▪ FBAs / Behaviour Plans for all at risk students (data) ▪ Coaching and classroom management in Top 8 ▪ Develop a comprehensive social curriculum with targeted interventions. ▪ Action Plan for implementation of social curriculum
	Year 2	▪ Continue to deepen the implementation of agreed actions in Year 2	▪ Generational Poverty, Calmer Classrooms, Social and Emotional wellbeing programs, Positive Education, classroom management & SWPBS targeted as professional learning
	Year 3	▪ Refine and embed the implementation of agreed actions in Year 3	
	Year 4	▪ Review and evaluate the implementation of agreed actions in Year 4	
6. Build teacher capacity to cater for the social and emotional learning needs of all students.	Year 1	▪ Build teacher capacity to make timely referrals to allied health professionals	▪ ILPs effective and informative ▪ Differentiated curriculum evident in both planning and teaching ▪ PLT meetings (minutes) reflect time spent on formative assessment
	Year 2	▪ Embed policies and agreed actions	▪ Behaviour plans are in place for students who require extra support
	Year 3	▪ Refine and embed the implementation of agreed actions in Year 3.	
	Year 4	▪ Refine and embed the implementation of agreed actions in Year 3.	

PRODUCTIVITY 7. Build a strong and united Leadership team with a clear sense of shared purpose and direction around teaching and learning.	Year 1	▪ Bastow action research component of Coaching for Leadership Teams ▪ Build principal leadership capacity to lead improvement agenda and build leadership coalition ▪ Build Leadership Team capacity to lead and implement improvement agenda ▪ As a Leadership Team implement an agreed approach to improvement incorporating a CPS curriculum and defined instructional model designed to deliever on school mission and values (e.g. TEEP) ▪ Establish a productivity review process	▪ School Mission, Values statement "Respectful, Positive Learners" is visible and understood throughout the school. ▪ Staff Opinion Survey: *Collective Efficacy*, *Collective Responsibility, Academic Emphasis* ▪ Reflection / Self Assesments ▪ Productivity Reviews occur twice a year - Mar / Sep Curriculum ILP PDP CPS Calendar ▪ SSP is implemented through: meeting schedule, PLTs, teaching practice, agreed Theory of Action ▪ Staff are familiar with and use the basic elements of our agreed instructional model.
	Year 2	▪ Continue to deepen the implementation of agreed actions in Year 2	
	Year 3	▪ Continue to deepen the implementation of agreed actions in Year 2	
	Year 4	▪ Review and evaluate the implementation of agreed actions in Year 4	
8. Establish a high performance culture characterised by teamwork, strong internal accountability and commitment to school goals, values and practices.	Year 1	• Embed agreed practices with clarity around what the school stands for in consultation with all stakeholders • Explicity link our school mission, vision and values to the core work. • Empathy, clarity, team engagement and learning are the expectations we expect of all. • Action a culture of giving and receiving feedback.	▪ All staff identify and work towards improvement in the three areas identified as school priorities ▪ PDPs are evidenced with strong through lines to school core work – SSP/AIP ▪ Opportunities provided for multiple sources of feedback E.g. emails, classroom conversations informal / formal, peer observations, PDP process
	Year 2	Continue to deepen the implementation of agreed actions in Year 2	
	Year 3	Continue to deepen the implementation of agreed actions in Year 2	
	Year 4	Review and evaluate the implementation of agreed actions in Year 4	