

# School Strategic Plan for Commercial Road Primary School Gippsland region 2012-2015

[Insert here the logo and/or name of the school review contractor responsible for this review]

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Jamie Tactor</p> <p>Date: 19/03/2012</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Carolyn Schopp</p> <p>Date: 19/03/2012</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name: Terry Harrington</p> <p>Date: 19/03/2012</p>

## School Profile

Purpose	<p>Commercial Rd Primary School</p> <p>The Community of Commercial Road Primary School is committed to creating an environment that nurtures learning for life and the living out of our values of Support, Co-Operation, Acceptance, Respect and Friendship (S.C.A.R.F.).</p>
Values	<p>Commercial Road Primary is a school with high quality, dedicated staff, who strive to ensure all children reach their full learning potential. Our school work around a core set of SCARF values, where support, co-operation, acceptance, respect and friendliness are an integral part of all interactions.</p> <p>SUPPORT – Helping other when they are finding it hard to do something, encourage other to keep persisting, cheering someone when they are feeling down.</p> <p>CO-OPERATION – Finding ways to make sure everyone is included, sharing and taking turns, being responsible and friendly when doing shared tasks.</p> <p>ACCEPTANCE – Showing that we are willing to get to know others, giving someone a chance, wait until we know a person before we judge them.</p> <p>RESPECT – Making sure we have no put downs, Showing others that we appreciate and celebrate the things we do well, showing good manners and polite behaviours, being honest and truthful when dealing with others, Looking after school property.</p> <p>FRIENDLINESS – being kind to others, showing that you can be thoughtful person, showing you forgive people, be a friend in good and bad times.</p>
Environmental Context	<p>Commercial Road Primary School is Morwell's first Primary School. Established in 1879, the school is located close to the Morwell CBD in the Latrobe Valley area of Gippsland. The current enrolment is 236 students with a teaching staff of 17 and 11 support staff. There are 11 classes operating in the school comprised of 2 Prep/1, 1 / 2s x 3, 3/4's x 3 and 5 / 6s x 3. Overall enrolment has been stable in the 240-250 range over the past 5 years. Commercial Road Primary School is one of four Government and 2 private primary schools in Morwell. The only state school south of the railway line it serves a catchment area of rental properties, flats and units and privately-owned homes with students walking and parents transporting students to and from school from all parts of the township.</p> <p>Morwell is characterised by high levels of unemployment, generational poverty and a depressed local economy as the area</p>

continues to struggle to adjust to the restructure of the Victorian power industry some years ago. This restructure resulted in the loss of many employment opportunities. The school services a significant mobile population and is in receipt of additional mobility funding. Student Family Occupation (SFO) index is 0.74 against a state median of 0.4731, with 70% families in receipt of the Education Maintenance allowance (EMA). Parents are very supportive of the school and its programs. Parents regularly assist with classroom activities, excursions and camps, sporting activities, fundraising, publicity and seek to work with the school for the benefit of its students. Commercial Road Primary School enjoys friendly, positive relationships with its families and is highly regarded in the community of Morwell.

The school has worked consistently to improve its secure and friendly environment so that students, staff and families have a true sense of belonging where they can feel confident, included, rewarded, appreciated and have an environment which is conducive to strong academic and social learning. A range of community strengthening activities have also contributed to this atmosphere. The school believes that every child can and will learn, and that to nurture a child to their full potential involves the commitment of the whole school community. The school aims to develop children and a school community who are responsible, confident, independent, tolerant, self-disciplined, self-motivated and willing to take learning risks. Our school believes that children who have developed these skills are well placed to cope with the challenges of lifelong learning.

Great value is placed on achievement and excellence in both teaching and learning. Expectations of students have been lifted significantly. The creation and maintenance of a positive school culture of learning ensures that children grow to appreciate the value of learning and take pride in individual and group achievements. Staff place a high value on their own Professional Learning through coaching in Literacy, Numeracy and ICT. A comprehensive team structure exists for our junior & senior units. A growing Performance & Development Culture sees strong team work and staff development.

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning outcomes in Literacy and Numeracy.	90% of students achieve 1.0 VELs growth in reading, writing, spelling, number. Minimum of 18% of students P-6 achieving above expected level.	To further build and consolidate teaching approaches in Literacy and Numeracy.
	Continue to shift student's role from Passive to active learners.	All children will be setting goals for literacy, Numeracy and Personal Learning.	Further build the capacity of teachers to implement a personalised learning approach to teaching and learning.
Student Engagement and Wellbeing	To improve student and community engagement through inquiry learning.	<p>Connectedness</p> <ul style="list-style-type: none"> <li>▪ Parent survey. Parent input mean of 5.6 or greater. Student Safety mean of 5.7 or greater, Social skills mean of 5.9 or greater.</li> <li>▪ Student Survey. Student Morale mean of 5.75 or greater.</li> <li>▪ Staff Survey. Classroom Misbehaviour a mean of no more than 10.6, Effective discipline a mean of 83.0 or greater.</li> </ul> <p>Attendance</p> <ul style="list-style-type: none"> <li>▪ Achieving a P-6 mean of 15.3 days absence.</li> </ul>	Further develop the Individual learning approach to enhance student and community connectedness to learning.
Student Pathways and Transitions	To improve student transition through the school	<p>School based opinion survey: 90% of Prep students families surveyed demonstrate level 4 or 5 satisfaction with their transition into Prep.</p> <p>90% of students in years 3-6 with personal learning plans.</p>	Further develop student transition through the school and student personal learning plans.

## School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>To further build and consolidate teaching approaches in Literacy and Numeracy.</p>	<p>Year 1</p>	<p>Develop School Vision alongside the School's purpose and value statements. This will be the basis for what we believe at our school.</p> <p>Complete document that will form a part of the staff handbook outlining what Literacy, Numeracy and Inquiry Learning looks like for teachers at our school.</p> <p>Focus for Literacy and Numeracy</p> <ol style="list-style-type: none"> <li>1) Planning Documents – develop consistent planning across all teams where learning intentions and success criteria are clearly visible.</li> <li>2) Assessment <ul style="list-style-type: none"> <li>▪ Enhance the regular use of data in teams to drive planning and teaching</li> <li>▪ Review Assessment schedules</li> <li>▪ Building knowledge of different types of assessment-formative (Dylan Williams), summative</li> </ul> </li> <li>3) Classroom Key Characteristics <ul style="list-style-type: none"> <li>▪ Incorporate learning intentions and success criteria.(formative assessment learning nexus)</li> <li>▪ Coaching and mentoring that reflects teacher and team goals.</li> <li>▪ Work on the e5 Instructional Model and how this knowledge impacts on how we teach.</li> </ul> </li> </ol> <p>Extend teacher knowledge around the Data Wise process so they are able to take students to their next level of learning.</p>	<ul style="list-style-type: none"> <li>▪ Completion of School Vision Statement <ul style="list-style-type: none"> <li>▪ Teacher will demonstrate through their actions the beliefs of our school.</li> <li>▪ Teachers will have a clear intent for their teaching and be able to verbalise this to their students, as well as demonstrating what success looks like.</li> <li>▪ Regular reflection on data and where students are at. Teachers to provide feedback that will allow children to take their learning to the next level.</li> <li>▪ Teachers will be able to clearly articulate the purpose of the lesson and demonstrate what the students need to achieve success.</li> <li>▪ Teacher to be able to give and receive feedback.</li> </ul> </li> <li>▪ Teachers regularly referring to the Data Wise process of digging into data, examining instruction, problem of practice and developing action plans.</li> </ul>

		<p>Continue explicit teaching in Literacy and Numeracy.</p> <p>Maintain targeted programs – Articulation, Language Program, Earobics.</p>	
	Year 2	<ul style="list-style-type: none"> <li>▪ Review and Trial draft document of essential elements of Literacy, Numeracy and Inquiry Learning.</li> <li>▪ Examine instruction in light of Teacher Professional Leave learning ie e5, Personal Learning. Using a precise shared vocabulary and collaborative conversations based on shared norms. Incorporate our observations into our Essential Elements document for student learning.</li> <li>▪ Link practice in Literacy and Numeracy to Inquiry Learning.</li> <li>▪ Continue to develop consistent data records P-6</li> <li>▪ Consolidate assessment procedures and the data wise cycle.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete review of draft document of essential elements of Literacy, Numeracy and Inquiry Learning</li> <li>▪ Completed Teacher handbook for the teaching of essential elements. What we do at Commercial Rd Primary School.</li> <li>▪ Teachers will reflect on their classroom practice and the level which they allow children to be independent learners.</li> <li>▪ Add observations to our Essential Elements document.</li> <li>▪ Literacy and Numeracy linked to Inquiry Learning</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Modify draft document of essential elements of Literacy, Numeracy and Inquiry Learning in conjunction with previous review</li> <li>▪ Trial and review Personal Learning/e5 observations from previous year.</li> <li>▪ Continue to link practice in Literacy and Numeracy to Inquiry Learning.</li> <li>▪ Continue to consolidate assessment procedures and maintain data records.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extend teacher handbook to include elements of e5 and the link between inquiry learning and others areas of the curriculum.</li> <li>▪ Have a consistent approach to assessment record keeping across all levels of the school.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Consolidate the essential elements of Literacy, Numeracy and Inquiry Learning in conjunction with previous review</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluate Inquiry Learning approach and the level of independent learning skills</li> </ul>
Further build the capacity of teachers to develop a personalised learning approach to Teaching and Learning.	Year 1	<ul style="list-style-type: none"> <li>▪ Enhance understanding and capacity to establish an inquiry curriculum through the involvement of Dr Jeni Wilson, Kathy Walker and school visits.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers will know what skills are required for students to be independent learners and this will be reflected in their teaching. Personal Learning VELs will be used as a guide.</li> </ul>

	Year 1	<ul style="list-style-type: none"> <li>▪ Develop through lines for year's 3 – 6 Inquiry Learning.</li> <li>▪ Students to begin to use Goal Setting in their learning.</li> <li>▪ Through teacher involvement in the Teacher Professional Leave (TPL) Program they will lead staff to reflect on their teachings in light of learning from e5 Instructional Model, Guy Claxton (Learning Muscles), Mindset, how students become active learners.</li> <li>▪ Review Roles and Responsibilities and develop an induction document for new staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers will build knowledge around thinking and learning using the VELS learning focuses and incorporate this into their planning and practice.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Build teacher capacity to improve the learning abilities of all students through developing common understanding of what constitutes a good learner.</li> <li>▪ Review and Trial draft document of Essential Elements of Literacy, Numeracy and Inquiry Learning.</li> <li>▪ Continue to build Inquiry Learning knowledge and practice through use of consultants, school visits and professional development.</li> <li>▪ Develop an e5 reflection tool that focuses on teacher practice.</li> <li>▪ Trial Roles and Responsibilities and Staff Induction documents.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflection tool will be incorporated into coaching and classroom observations based on E5's.</li> <li>• Teachers will have further knowledge regarding independent learner and how this looks in the classroom.</li> <li>•</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Modify draft document of Essential Elements of Literacy, Numeracy and Inquiry Learning.</li> <li>▪ Build on teacher's ability to incorporate "learning to learn" strategies into teaching on a daily basis.</li> <li>▪ Continue to develop learning to learn strategies.</li> <li>▪ Trial and review e5' reflection tools and the impact they have on student learning.</li> <li>▪ Modify Roles and Responsibilities and Staff Induction documents.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers to build into their planning and teaching, strategies and skills that are needed to teach children to become independent learners.</li> <li>▪</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Consolidate teacher's ability to incorporate "learning to learn" strategies into teaching on a daily basis.</li> <li>▪ Evaluate the Performance and Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Common language by teachers and students around thinking and learning will be evident in all classrooms.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Culture of the school and establish a team to implement improvements in key areas.</li> <li>▪ Consolidate Roles and Responsibilities and Staff Induction documents.</li> </ul>	
Further develop the Individual learning approach to enhance student and community connectedness to learning.	Year 1	<ul style="list-style-type: none"> <li>▪ Develop Student Engagement Policy.               <ol style="list-style-type: none"> <li>1) Attendance</li> <li>2) Student leadership (position and course)                   <ul style="list-style-type: none"> <li>▪ Investigate ways to increase leadership choices for students and provide authentic opportunities for them to be involved in.</li> </ul> </li> <li>3) Student management and wellbeing.                   <ul style="list-style-type: none"> <li>▪ Implements Stop, Think, Do and Circle Time programs to enhance preventative measures to assist with student wellbeing.</li> <li>▪ Establish a team to plan and develop focused teaching of SCARF values and resilience (Friends for Life)</li> </ul> </li> </ol> </li> <li>▪ Refresh School/Community communication measurers ie School Newsletter, Webpage, Ultranet page etc to promote student learning, extra curricula activities and connection to the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Junior School Council, developed and showing application in decision making and promoting events to enhance student connectedness to school.</li> </ul> <p>All staff will implement stop, think and do and circle time in classrooms and in the yard.</p> <p>Develop teaching material for Stop, think and do and Values on a fortnightly basis.</p> <p>Parent will have a clear understanding of the Stop Think Do process through information sessions, newsletter items and materials sent home.</p> <ul style="list-style-type: none"> <li>• Updated newsletter, website that promotes the school values and beliefs about education.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Trial and review Student Engagement Policy.</li> <li>▪ Refresh the School/Community communication measurers.</li> <li>▪ Trial and review teaching materials for SCARF and Stop, Think, Do.</li> <li>▪ Stop think do and circle time, implementation in the classroom.</li> <li>▪ Developing teaching materials for SCARF</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers classroom practice demonstrating applications of agreed / reviewed student management protocols.</li> <li>• Teachers plan and implement weekly activities based around building Social Competency.</li> <li>• Circle time to be incorporated in all classrooms fortnightly planning.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Modify teaching materials for SCARF and Stop, Think, Do.</li> <li>▪ Modify Student Engagement Policy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Positive language and actions with be evident in all classrooms in relation to student behaviours.</li> <li>▪ Circle time to be linked to positive actions and behaviours.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Consolidate and evaluate teaching materials for SCARF and Stop, Think, Do.</li> <li>▪ Consolidate and evaluate Student Engagement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete audit on student behaviour.</li> </ul>



		Policy	
Further develop student transition through the school and student personal learning plans.	Year 1	<ul style="list-style-type: none"> <li>▪ Audit and review current excellent transition practices and document procedures, include processes for students coming into prep, into the school at any level during the year, and transition from Grade 6 to Year 7.</li> <li>▪ Document the associate leadership roles and responsibilities to ensure ongoing clarity and transferability.</li> <li>▪ Develop a proforma to collect Background Information for classroom teachers to use when new children come into the school.</li> <li>▪ Students to develop learning goals in Literacy, Numeracy and personal learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement Proforma for when new children come into the school to gain background information and them and their needs.</li> </ul> <p>Build new student leadership roles, i.e Transition leaders, review prefect leaders and house captain roles.</p> <p>Teachers to provide feedback that will guide students to develop goals in Literacy, Numeracy and Personal learning.</p>
	Year 2	<ul style="list-style-type: none"> <li>▪ Implement prep parent survey during term 1 student interviews.</li> <li>▪ Trial and review current excellent transition practices and document procedures, include processes for students coming into prep, into the school at any level during the year, and transition from Grade 6 to Year 7.</li> <li>▪ Review the associate leadership roles and responsibilities to ensure ongoing clarity and transferability.</li> <li>▪ Students to further their understanding of using goals to achieve learning needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use data from Prep Parent survey to review and alter Transition process.</li> </ul> <p>Alter and adjust transition proforma based on usefulness of information for the classroom teachers.</p> <p>Students using learning goals based around skills for deeper level thinking.</p>
	Year 3	<ul style="list-style-type: none"> <li>• Continue to modify and refine the associate leadership roles and responsibilities to ensure ongoing clarity and transferability</li> <li>▪ Using student goals extend them to academic, social, leadership, performance and/or goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are directing their own goals through feedback and self assessment.</li> <li>▪ Teachers and students using goals on a daily basis.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Using student goals extend them to academic, social, leadership, performance and/or goals.</li> <li>▪ Continue to refine and modify the associate leadership roles and responsibilities to ensure ongoing clarity and transferability</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student Goals will be an integral component of teacher planning.</li> </ul>

