

1910 Anakie Primary School Strategic Plan 2018-2021

<b>Endorsement</b>	<b>Re-Endorsement</b> (if a Goal, KIS or Target is changed)	<b>Re-endorsement</b> (if a Goal, KIS or Target is changed)
Principal: ..... Toni Scott [date]	.....[name] ..... [date]	.....[name] ..... [date]
School council: ..... Brian Matthews [date]	.....[name] ..... [date]	.....[name] ..... [date]
Delegate of the Secretary: ..... [name] [date]	.....[name] ..... [date]	.....[name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
Anakie Primary School is a community of learners who support and encourage each other to reach their personal goals and be the best learner and person that they can be.	At Anakie Primary School, our school values are explicitly taught and rewarded through the School Wide Positive Behaviours Framework. We RESPECT others, ourselves, our school and the environment around us. We show RESPONSIBILITY with everything we do and make safe and sensible choices. We show RESILIENCE when faced with challenge and demonstrate a growth mindset. We AIM FOR EXCELLENCE in our learning, trying hard at all times, to be the best that we can be.	Enrolment numbers at Anakie Primary School are very dependent on the profile of the local community at the time. The recent review acknowledged that a calm and orderly environment is in place at Anakie, but that an increased focus on learning rigour and further developing teacher pedagogy and knowledge will positively impact on student learning outcomes, particularly in literacy. Whole school consistency in regard to quality literacy practice would lead to improved learning outcomes.  Also, a strong whole school focus on resilience and engagement will motivate students to embrace and succeed with their learning opportunities.	<b>The 2017 Peer Review recommended:</b> That the school develop a strong focus on <b>building teacher capacity in their knowledge, understanding and consistent application of curriculum content, pedagogy, student voice and agency</b> to further improve student learning outcomes.  That the school provide an <b>engaging and challenging learning environment</b> which supports the development of highly motivated, resilient life-long learners who can think creatively, be adaptive and strive to achieve in all schooling pursuits.  <b>Rationale and Focus – Theory of Action</b> A strong focus on <b>building teacher capacity in their knowledge, understanding and consistent application of curriculum content, pedagogy and data literacy</b> , will allow maximum opportunity to improve individual student learning outcomes at the school.  If we <b>build student resilience and motivation</b> to embrace and succeed in learning opportunities through a <b>supported learning environment</b> , we will improve and extend school achievement.

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)																																																												
To improve student learning outcomes in Literacy and Numeracy.	<b>FISO Priority:</b> Building Practice Excellence  <b>FISO Initiative:</b> Curriculum Planning and Assessment	Development of a documented Anakie Instructional Model across the curriculum leading to greater consistency in teacher practice across all classrooms.  Use Community of Practice collaboration to support the creation of a documented curriculum.  Extend the opportunities and expertise in moderating students' work against the Victorian Curriculum standards through collaborative practices within and beyond the school.  Explore and build the capability of teachers to incorporate High Impact Teaching Strategies into the Anakie Teaching and Learning Framework.  Development of proficiency scales in Numeracy.  Enable the ongoing development of a comprehensive assessment schedule supported by regular data and case study discussions in Professional Learning Teams.  Ensure a clear line of sight between the Principal's Performance and Development Plan, Staff PDP, the SSP and AIP.  Implement an Intervention Plan for at risk students achieving above and below the expected standard in Reading and Writing.	At least 85% of learners deemed capable, and achieving one year of growth for one year of learning in reading, writing and number, as measured by teacher judgments, NAPLAN and school based assessments.  <table border="1"> <thead> <tr> <th>2017</th> <th>Year</th> <th>Teacher Judgments</th> <th>Percentage of 1 year's Growth</th> </tr> </thead> <tbody> <tr><td></td><td>P-2</td><td>Reading</td><td>36%</td></tr> <tr><td></td><td>P-2</td><td>Writing</td><td>50%</td></tr> <tr><td></td><td>P-2</td><td>Number</td><td>55%</td></tr> <tr><td></td><td>3/4</td><td>Reading</td><td>30%</td></tr> <tr><td></td><td>3/4</td><td>Writing</td><td>45%</td></tr> <tr><td></td><td>3/4</td><td>Number</td><td>40%</td></tr> <tr><td></td><td>5/6</td><td>Reading</td><td>100%</td></tr> <tr><td></td><td>5/6</td><td>Writing</td><td>100%</td></tr> <tr><td></td><td>5/6</td><td>Number</td><td>94%</td></tr> </tbody> </table> At least 80% of learners to show medium to high relative growth using NAPLAN matched cohort data sets, using 2017 base line data.  <table border="1"> <thead> <tr> <th>2017</th> <th>Yr 5</th> <th>NAPLAN Assessment</th> <th>Med-High Gain %</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td></td><td></td><td>Reading</td><td>20%</td><td>1</td></tr> <tr><td></td><td></td><td>Writing</td><td>0%</td><td>0</td></tr> <tr><td></td><td></td><td>Numeracy</td><td>40%</td><td>2</td></tr> </tbody> </table> Increase in the number of students in the top two bands in Year 3 and Year 5 in accordance with NAPLAN data.	2017	Year	Teacher Judgments	Percentage of 1 year's Growth		P-2	Reading	36%		P-2	Writing	50%		P-2	Number	55%		3/4	Reading	30%		3/4	Writing	45%		3/4	Number	40%		5/6	Reading	100%		5/6	Writing	100%		5/6	Number	94%	2017	Yr 5	NAPLAN Assessment	Med-High Gain %	Number of Students			Reading	20%	1			Writing	0%	0			Numeracy	40%	2
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<p>To increase the degree of engagement and resilience in all students</p>	<p><b>FISO Priority:</b> Positive Climate for Learning</p> <p><b>FISO Initiative:</b> Empowering Students and Building School Pride</p>	<p>Include and clearly articulate the Gradual Release of Responsibility model across the school.</p> <p>Continue to explore Inquiry models to build student critical and creative thinking skills, including the practices of other schools showing proficiency in this area.</p> <p>Add Resilience to the school values and ensure this is explicitly taught and reflected in the SWPB matrix.</p> <p>Ensure that capabilities are evident in curriculum planning, daily practice and accurately reported against each Semester.</p> <p>Continue to develop opportunities for student feedback, student voice and student ownership of their learning.</p> <p>Develop strategies that will enable students to co-construct their learning goals through supportive practices, such as daily conferencing, data reflection and opportunities for feedback.</p> <p>Continue to build a school community where everyone is empowered to provide and promote a positive environment.</p> <p>Develop and implement strategies to involve families as partners in learning.</p> <p>Investigate and implement the most effective strategies to enable parents to understand and value academic rigor.</p>	<p>Attitudes to School data within Learner Characteristics and Disposition Module positive responses to increase annually using 2017 baseline data:</p> <ul style="list-style-type: none"> <li>• Learning Confidence from 85%</li> <li>• Resilience from 87%</li> <li>• Motivation and Interest from 90%</li> <li>• Self regulation and Goal Setting from 92%</li> <li>• Attitudes to Attendance from 94%</li> </ul> <p>All classroom spaces to have a visible data wall reflecting student learning goals/growth.</p> <p>Maintain all school climate factors on the Parent Opinion Survey in the fourth quartile using 2017 baseline data.</p> <ul style="list-style-type: none"> <li>• General Satisfaction 100%</li> <li>• Physical Environment 100%</li> <li>• School Improvement 97%</li> <li>• School Pride &amp; Confidence 100%</li> </ul> <p>Improve the proficiency rating against the FISO Empowering Students and Building School Pride continuum of practice</p>																																			