

Fountain Gate Primary School 5072



School Strategic Plan 2010 -2013



<p>Endorsement by School Principal</p>	<p>SIGNED..... NAME Mrs Jennifer Duggan DATE.....</p>
<p>Endorsement by School Council</p>	<p>SIGNED..... NAME Dr Stephen McPherson DATE..... 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..... NAME..... DATE.....</p>

School Profile

<p>Purpose</p>	<p>To provide students with a nurturing, stimulating environment that promotes meaningful, challenging, developmental learning for life.</p>
<p>Values</p>	 <p>The diagram illustrates the school's core values. At the center is the Fountain Gate Primary School logo, which includes a tree and the motto "Growing and Learning Together". The word "Respect" is written in a large arc at the top, "Trust" on the left, and "Care" on the right. Surrounding these are various behavioral values: "Including others", "Manners", "Being fair", "Valuing others", "Having faith in others", "Communicating positively", "Having a go", "Smiles", "Encouraging", "Being supportive", and "Looking after yourself and others".</p>

**Environmental
Context**

Fountain Gate Primary School is situated in a quiet suburban setting in Narre Warren, about 30 kilometres South East of Melbourne, within a more established area of the growth corridor of the City of Casey.

The school has experienced a slow and steady enrolment decline from a peak of 677 in 2002 to 528 in 2009.

Social, Community and demographics:

Since 2005, the demographics of the school have changed slightly. There has been an increasing number of students for whom English is not the language spoken at home, and also an increasing number of families in receipt of Education Maintenance Allowance.

Educational: We consider initiatives undertaken such as Assessment for Learning (making learning and success more explicit for students) appropriate responses to the needs created by these changes, as well as meeting the needs of the school as a whole. A focus on effective feedback has occurred at all levels of the school. A greater emphasis on using data to drive improvement has been established.

Technological: In 2009, the school purchased 10 Electronic Whiteboards, with the aim of integrating new technology in classrooms. This is supported by banks of computers in classrooms, a computer laboratory and extensive ICT related equipment.

Environmental: Grounds and Facilities: Fountain Gate Primary School enjoys extensive, well maintained grounds and facilities. A major upgrade in 2000 resulted in the replacement of most portable buildings, and the creation of many spaces suitable for learning activities. The school provides a very welcoming, warm environment, with children's art work a strong feature.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student achievement in English and mathematics p-6 with a focus on reading comprehension and working mathematically.	<p>In each calendar year; increase the learning improvement of individuals and cohorts (see below) of students at each year p-6 in the English (reading) and mathematics dimensions- measured by the VELs teacher assessments each year and, over a three year period, the NAPLAN tests-above what might be expected over time and in comparison with past performance.</p> <p>By 2013 in NAPLAN students will be assessed as follows: <u>Reading:</u> Yr 3- 80% at Band 4 and above Yr 5 boys- 65% at Band 6 or above <u>Number:</u> Yr 3 Girls- 75% at Band 4 or above</p>	<ol style="list-style-type: none"> 1. Embed a cycle of planning, teaching, learning and assessing to better meet differentiated learning needs. 2. Build staff capacity to transfer professional learning into classroom practice through the school's performance and development culture.
Student Engagement and Wellbeing	To improve student motivation, engagement and personal empowerment.	<p>By 2013 in the years 5-6 Attitude to School Survey the mean on the following variables will increase:</p> <ul style="list-style-type: none"> • Student Safety from 4.14-4.5 • Classroom Behaviour from 2.58-3.5 • Teacher effectiveness from 4.3-4.5 • Teacher empathy from 4.32-4.5 	<ol style="list-style-type: none"> 1. Provide a safe, secure and engaging learning environment to broaden horizons.
Student Pathways and Transitions	To improve transitions and learning pathways for all students K-7	By 2013, parent opinion surveys will show an improvement in the mean scores for the transition variable	<ol style="list-style-type: none"> 1. Implement transition strategies to build learning pathways responsive to student learning needs.

SCHOOL STRATEGIC PLANNER 2010- 2013: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>Embed a cycle of planning, teaching, learning and assessing to better meet differentiated learning needs.</p> <p>Build staff capacity to transfer professional learning into classroom practice through the school's performance and development culture.</p>	Year 1	<ul style="list-style-type: none"> ▪ Use Principles of Learning and Teaching (POLT) to inform development of Personal Professional Development plans (PPDPs) ▪ Conduct professional development in reading comprehension, with teams to adopt this aspect of language development as their team opportunity for improvement ▪ Use an action research approach to the introduction of the E5 model. ▪ Establish literacy coaching program ▪ Continue numeracy coaching program 	<ul style="list-style-type: none"> ▪ Teachers' use the POLT to better inform their teaching practice, especially with regards to numeracy ▪ Principal "walkthroughs" focus on aspects of POLT identified in PPDP s ▪ Teams review and revise time allocations and practices in relation to reading comprehension ▪ Teachers use the E5 model to trial new approaches, and embed these approaches in their practice, especially in relation to numeracy.
	Year 2	<ul style="list-style-type: none"> ▪ The national curriculum is used as a basis for developing "through lines" for the delivery of integrated topics. ▪ Use Principles of Learning and Teaching (POLT) to further inform development of Personal Professional Development plans ▪ All staff are involved in the collection and interpretation of reading comprehension and numeracy data, and use these data to plan for future teaching. ▪ Further action research on E5 model 	<ul style="list-style-type: none"> ▪ The scope and sequence planner is based on a small number of important concepts, which build on from previous years, and is adopted across the school. A small number of new units have been written. ▪ Teachers use student learning data to inform planning and teaching
	Year 3	<ul style="list-style-type: none"> ▪ Approaches to reading comprehension and numeracy are reviewed and revised, depending on the data trend since 2010. ▪ Evaluation of POLT and E5 implementation 	<ul style="list-style-type: none"> ▪ New units are written to correspond with the revised scope and sequence chart. ▪ Teachers reassess their POLT capacities
	Year 4	<ul style="list-style-type: none"> ▪ Scope and sequence integrated planner document is complete, including unit development 	<ul style="list-style-type: none"> ▪ All integrated units reflect the concepts developed in the revised scope and sequence chart. ▪ Teacher practice reflects all POLT principles and the E5 model
<p>Provide a safe, secure and engaging learning environment to broaden horizons.</p>	Year 1	<ul style="list-style-type: none"> ▪ Establish the student wellbeing and engagement team, with representation from across the school ▪ Staff professional development regarding student management with Jo Lange, peer shadowing ▪ See POLT/E5 actions above ▪ Review student and parent opinion data trends related to student safety, classroom behaviour and all teaching and learning variables ▪ Teaching teams to share expertise in relation to the use of Electronic whiteboards (EWBs) in classrooms ▪ Continue "You Can Do It!" program ▪ Establish "Rock and Water" program ▪ Establish natural play areas in playground ▪ Establish "Starjump" program 	<ul style="list-style-type: none"> ▪ Wellbeing and engagement team meet regularly ▪ Staff professional development held, teachers support each other through sharing successful strategies and peer shadowing ▪ See achievement milestones above ▪ Teaching teams demonstrating enhanced use of EWBs in classrooms ▪ Children engage in more imaginative/creative play

	Year 2	<ul style="list-style-type: none"> ▪ Revise principles of Restorative Justice, and other student management approaches as appropriate ▪ Continue to focus on embedding POLT/E5 practices in classrooms ▪ Planning days to incorporate specific plans for the inclusion of ICT across the curriculum, using the school's eLearning plan 	<ul style="list-style-type: none"> ▪ Teachers use restorative justice practices and other approaches as appropriate ▪ Teacher planning shows evidence of POLT/E5/ICT
	Year 3	<ul style="list-style-type: none"> ▪ Review success of Key Improvement strategies to date using student, staff and parent opinion survey data ▪ Continue to enhance ICT use in each classroom 	<ul style="list-style-type: none"> ▪ School community determines success of strategies to date, and embeds/extends/discontinues as a result
	Year 4	<ul style="list-style-type: none"> ▪ Develop strategies to increase student decision making at classroom and whole school level 	<ul style="list-style-type: none"> ▪ Teachers demonstrate effective student management, using flexible approaches based on sound research and teacher learning ▪ Classroom practice demonstrates POLT/E5/ICT
Implement transition strategies to build learning pathways responsive to student learning needs.	Year 1	<ul style="list-style-type: none"> ▪ Research and consider programs for prep students that foster oral language development, e.g. "Prep Talk" ▪ Improve the prep play area with natural materials that foster imaginative exploration ▪ Maintain close links with secondary college ▪ 	<ul style="list-style-type: none"> ▪ Teachers incorporate enhanced oral language strategies in their classrooms ▪ Level 4 establish electronic portfolios
	Year 2	<ul style="list-style-type: none"> ▪ Establish Early Learning Centre in Art/Community rooms, and resource with appropriate play based learning resources ▪ Review the current processes for student transition into, through and out of the school ▪ Support teacher transition to new levels within the school ▪ Use student achievement database to track student and cohort progress throughout the school 	<ul style="list-style-type: none"> ▪ Spaces will be fully utilised to foster oral language/concept development and learning styles ▪ Teachers engage in activities that prepare them for new levels ▪ Teachers and teams use data to track student progress, plan, teach and assess effectively.
	Year 3	<ul style="list-style-type: none"> ▪ Enhance the transfer of new student into the school post-prep, by capturing current best practice, developing protocols for assessment and following up with families ▪ Review format of electronic portfolios 	<ul style="list-style-type: none"> ▪ Students are fully supported when they transfer in to Fountain Gate PS ▪ Electronic portfolios reflect full scope of student achievement
	Year 4	<ul style="list-style-type: none"> ▪ Continue to build connections and shared learning opportunities with local pre and secondary schools 	<ul style="list-style-type: none"> ▪ Transition programs evaluated