



FYANS PARK PRIMARY SCHOOL 4919
Strategic Plan 2017-2020

Endorsement Principal: PETER CROSSETT School council: JACKSON WILSON Delegate of the Secretary: ROBYN HOLLIS (SEIL)	Re-Endorsement (if a Goal, KIS or Target is changed)[name] [date]	Re-endorsement (if a Goal, KIS or Target is changed)[name] [date]
[name] [date][name] [date]
[name] [date][name] [date]

School mission & vision	School values	Context and challenges	Intent, rationale and focus
MISSION 'A learning environment that inspires students to be their best' VISION Inspired, Collaborative, Innovative	Respect, Resilience, Collaboration, Innovation <i>Values that underpin our main four:-</i> Acceptance; Accountability; Acknowledgement; Adaptability; Communication; Community; Confidence* Cooperation* Creativity; Encouragement; Engagement Flexibility; Getting Along* Open; Persistence* Problem Solving; Responsibility; Sustainability; Teamwork; Tolerance; *denotes YCDI foundations	<ul style="list-style-type: none"> Strengthen staff capacity to inspire students to be their best. To continue to plan, implement and assess as members of a high performing team. Continued focus on literacy and numeracy. Reinforce 21st century learning skills through innovative programs and authentic learning experiences that inspire students. Provide high quality teaching & learning in a safe, secure and stimulating environment. 	<ul style="list-style-type: none"> Continue to promote a team culture where staff feel confident to make decisions, are acknowledged, supported and shielded from distractions. Continuing to resource building staff skills, knowledge and capacity to broaden the curriculum through creating authentic learning tasks which are rich, powerful and engaging. Whole school implementation of the Vic Curriculum.

Four-year goals	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets
Achievement Theory of Action If we build staff capacity in planning and implementing the Victorian Curriculum we will see an improved number of students achieving above expected growth. Goal Every suitable student will achieve at least one year's growth or more for one year's learning in English and Mathematics.	FISO priority Excellence in teaching and learning Initiatives Building practice excellence Curriculum planning and assessment	Enhance staff capacity through their learning teams, to: <ul style="list-style-type: none"> consistently implement high impact teaching strategies develop and implement a guaranteed and viable curriculum aligned to the Victorian curriculum use data to implement precise targeted teaching to extend and deepen student understanding. Actions to support KIS: <ul style="list-style-type: none"> prioritising learning teams through school calendar and resourcing continuing peer observations at least once per staff member per term build staff knowledge and understanding of the Victorian curriculum build a guaranteed and viable curriculum based on the Victorian curriculum through partnering with COPs to support key personnel in each learning team (train the trainer model) investigate and enable moderation opportunities both within and outside the school. continue to use individual student data to personalize and differentiate feedback and formative assessment. 	<ul style="list-style-type: none"> Consistently match or exceed learning performances through NAPLAN (Reading and Numeracy) and Victorian curriculum (English and Mathematics) intake adjusted over the life of the Strategic Plan. NAPLAN Gr 3 2016 Band 6 Reading 51% Numeracy 50% NAPLAN Gr 5 2016 Band 8 Reading 27% Numeracy 19% Increase from baseline data(2016) the percentage of students achieving 'well above expected level' for each year level over the life of the Strategic Plan in the following areas: <ul style="list-style-type: none"> Science 2016 - % ICT - % English – Reading - % Mathematics – Number - %



<p>Engagement</p> <p>Theory of Action If learning tasks are purposeful and authentic, then all students will experience increased connectedness and engagement to school.</p> <p>Goals</p> <ul style="list-style-type: none"> • To provide a learning environment in which all students are inspired, actively engaged, empowered, challenged and valued. • Strengthening staff capacity to integrate authentic tasks and general capabilities into their teaching and learning as well as alignment with the Victorian curriculum. 	<p>FISO priority Positive Climate for Learning</p> <p>Initiatives</p> <ul style="list-style-type: none"> • Empowering students and building school pride • Setting expectations and promoting inclusion 	<p>• Strengthen staff capacity to support students to become independent and curious learners through authentic learning experiences.</p> <p>Actions to support KIS:</p> <ul style="list-style-type: none"> • create opportunities to engage students through physical education • continue to consistently implement the school Engagement policy • continue to take a proactive approach to addressing attendance through a whole school and individualized approaches • audit and design to align PBL ensuring the Victorian curriculum is covered over a two year period. 	<ul style="list-style-type: none"> • Attitude to school survey variables; Connectedness to Peers – 2016 mean 4.39 Teaching and Learning Variables mean 2016 <ul style="list-style-type: none"> • Learning confidence 4.21 • School Connectedness 4.41 • Stimulating Learning 4.06 • Student Motivation 4.49 • Teacher Effectiveness 4.31 • Teacher Empathy 4.38 are at or above baseline data (2016) in comparison to other government schools. • Average days absent does not exceed 14 days each year of the Strategic Plan. – 2016 mean 12.48 days
<p>Wellbeing</p> <p>Theory of Action The school mission, vision and values, define and support how the school will operate as a community.</p> <p>Goal To enhance whole school practices to support the social & emotional development of students and thereby improve student wellbeing.</p>	<p>FISO priority Professional leadership</p> <p>Initiative Vision values and culture</p>	<p>• Promote a whole school community focus on positive relationships, building on the school mission, vision and values.</p> <p>Actions to support KIS:</p> <ul style="list-style-type: none"> • Ensure the four core values underpin the school culture through: <ul style="list-style-type: none"> ○ building staff capacity within learning teams to use values as part of everyday language ○ align school values and the general capabilities to the four core school values (Respect, Resilience, Innovation, Collaboration) ○ assess and report against the general capabilities ○ continuing to promote the four school values within the community. • investigate, implement and communicate to parents an appropriate whole school wellbeing program eg Bounceback, Sensibility, Butterfly • continue to promote wellbeing workshops to parents/carers • continue to support students with anxiety and wellbeing issues • investigate and implement alternative methods of getting timely student and parent feedback. 	<ul style="list-style-type: none"> • Attitudes to School Survey variables; Student Morale – 2016 mean 5.39 Student Distress – 2016 mean 5.87 are at or above baseline data (2016) compared to other government primary schools each year of the Strategic Plan. • Parent Survey variables; Student Safety – 2016 - 79% Student Motivation – 2016 – 80% are at or above baseline data (2016) compared to other government primary schools each year of the Strategic Plan.



<p>Productivity</p> <p>Theory of Action Achievement of the school’s goals and targets will be enhanced if resources are aligned to the identified priorities.</p> <p>Goal <i>To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the Strategic Plan 2017–2020.</i></p>	<p>Initiatives Instructional and shared leadership Strategic resource management</p>	<ul style="list-style-type: none"> • Align resource allocation with the directions in the Strategic Plan to optimise student outcomes for the life of the Strategic Plan. <p>Actions to support KIS:</p> <ul style="list-style-type: none"> • continue to implement and revise the twenty first century learning plan • access the building and library fund to improve student outcomes • continue to support staff through access to both internal and external professional development • resource learning with Bellaire Primary school around the Victorian curriculum particularly Numeracy. • Utilise outside expertise - Dr Ian Sloper • continue induction programs for new and returning staff, both teaching and ES • continue to implement aspects of the resource smart program including energy, water and waste inclusive of the school garden program. 	<ul style="list-style-type: none"> • Staff opinion survey–School climate module Over the life of the Strategic plan, <ul style="list-style-type: none"> • Collective Efficacy - 93% • Teacher Collaboration – 84% • Collective focus on Student Learning – 92% • Guaranteed and Viable Curriculum – 86% • Shielding/buffering – 91% • Academic emphasis – 87% to be at least at or above the baseline data (2016) compared to other schools. (Principal and teacher) • School based survey– School based survey each year of the Strategic Plan shows parent satisfaction in the school’s implementation of ICT – 2016 88% • Parent Survey variables; General Satisfaction – 2016 - 80% Stimulating Learning– 2016 – 78% are at or above baseline data (2016) compared to other government primary schools each year of the Strategic Plan. • Teacher assessed data shows improved student learning in the Victorian curriculum in digital technologies from baseline data in 2016 every year of the Strategic Plan.
---	---	--	---

