

Viewbank Primary School Strategic Plan 2017-2020

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| Endorsement | Re-Endorsement (if a Goal, KIS or Target is changed) | Re-endorsement (if a Goal, KIS or Target is changed) |
| Principal: February 16, 2017 |[name] [date] |[name] [date] |
| School council: February 16, 2017 |[name] [date] |[name] [date] |
| Delegate of the Secretary: |[name] [date] |[name] [date] |

| School vision | School values | Context and challenges | Intent, rationale and focus |
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| <p>The Viewbank Primary School community work together with staff and students to create an attractive, well cared for environment from which the whole community can benefit. Staff are committed to prioritising high expectations and authentic relationships and maintaining consistent, high quality teaching practices, moving towards enquiry focused teaching, across the school. The students at Viewbank Primary School accept responsibilities within the school and community. They are respectful, courteous, and reliable, and have high expectations of each other and their learning environment. We expect our students to be curious, independent, learners.</p> <p>To meet this challenge we need to gather and share broad, accurate data. If we carefully analyse the rich data we collect, then we can identify areas of high achievement, measure growth, and tailor our teaching practices to better cater for our students' needs and learning styles. This will improve teacher capacity to maximize academic and personal growth in our students.</p> | <p>The following core school values identify what is most important to Viewbank Primary School and our community. They describe the principles and expectations that guide our school and provide a reference point for decisions and actions. These values shape the way our school community interacts and works together by creating shared expectations and behavioural norms.</p> <p>Respect – treating others as you would like to be treated, and being considerate of others, their culture and the environment.</p> <p>Doing Your Best – being a good friend and trying as hard as you can with everything you do.</p> <p>Honesty and Trustworthiness – telling the truth, being true to others and knowing you can be trusted to do the right thing and be relied upon.</p> <p>Responsibility For Self – being responsible for your own actions without making excuses or blaming others and thinking before speaking and acting.</p> | <p>Viewbank Primary School is committed to providing high quality programs that develop literacy and numeracy skills, challenge students to broaden their curiosity and thinking and allow students to achieve their potential.</p> <p>The delivery of a comprehensive curriculum is seen as the school's core business. Students are able to access a range of curricular activities supported by a specialist-teaching program as well as various support and extension programs. A whole school approach to the teaching of numeracy and writing, the increasing focus on the use of data to plan, a greater ability to differentiate teaching strategies due to a team planning approach and a well thought through whole school approach to student wellbeing have allowed the school to develop a culture of consistent practice across the school. The school uses the strategies outlined in Curiosity and Powerful Learning as the means to strengthen teacher practice and improve student outcomes. The use of these evidenced based teaching strategies is building a more precise understanding of how best to develop all teachers' understanding, knowledge and skills.</p> <p>Moving forward, our challenges include:</p> <ul style="list-style-type: none">• Implementing authentic opportunities to develop student voice across the school• Continuing to embed CPL strategies and provide significant and effective whole school PD that builds teacher capacity• developing precise and rigorous intervention strategies for students at risk of under achieving at either end of the learning spectrum;• Providing an instructional model that fosters curiosity, creativity and critical thinking in students with a gradual move towards an Inquiry model of learning.• Continuing to improving the Yr3 to Yr5 mean learning gains for VPS students in Reading, Writing and Numeracy• Rigorous tracking and use of student data to inform and guide our teaching through the introduction of Accelerus | <p>If all stake-holders have a strong understanding of the school's improvement strategy in terms of statewide priorities and initiatives, then this will result in improved consistency of practice, collective understanding of the school's direction and consequently, student learning outcomes.</p> <p>We believe there is a need in the school to improve student learning outcomes, student wellbeing and student connectedness to school. If greater opportunities to develop student voice are implemented, students will have an authentic voice in learning, leadership and the community and, as a result, learning confidence and independence, life-long learning and collective responsibility will increase.</p> <p>If teacher capacity is improved by developing and consistently implementing the teaching strategies of the Curiosity and Powerful Learning initiative school wide then student learning will be enhanced through deeper understanding and increased student engagement with their learning. Student learning outcomes will necessarily improve.</p> |

| 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) |
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| To articulate Viewbank Primary School's improvement strategy in terms of the priorities and initiatives of FISO and to communicate this strategy to staff, parents, students and the local community. | Building Practice Excellence | <p>a) Audit the current practice of the school in terms of FISO;</p> <p>b) Use the FISO Continua document to map the school's progress against each of the FISO priorities and initiatives;</p> <p>c) Develop a Viewbank Primary School FISO visual which shows how strategies at Viewbank Primary School fit within FISO;</p> <p>d) Consult with staff about their understanding of FISO and the school's improvement strategy and increase awareness of each person's role in the improvement strategy.</p> | <p>a) Documentation relating to the school's improvement strategy in relation to FISO is fully developed;</p> <p>b) The FISO Continua document is completed annually and shows continual improvement of the school's maturity in relation to FISO.</p> |

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| To build authentic student voice in learning and leadership, resulting in enhanced student learning outcomes and student engagement. | Building Practice Excellence Empowering Students And Building School Pride | a) Gathering baseline data regarding the understanding of Student Voice; b) Implementation of student feedback procedures using the FISO Continua document as a guide; c) Conducting regular focus groups for students to ensure an accurate understanding of student perceptions of the school; d) Involvement of year 3 and 4 students in a local Student Attitudes to School Survey, in order to assess their perceptions and to educate and prepare students for the formal SATS survey in year 5 and 6; | a) Viewbank Primary School Student Voice Strategy is developed and implemented at all year levels and involves all teachers and students; b) Continual annual improvement in the: <ul style="list-style-type: none"> Student Attitudes to School Survey using the 2016 outcomes as a baseline. |
| To develop the teaching and learning capacity of teachers across the school with a focus on: <ul style="list-style-type: none"> a) Literacy and numeracy; b) Curiosity, creativity and critical thinking; c) Inquiry learning; d) Student engagement in learning. | Building Practice Excellence Curriculum Planning And Assessment | a) Continuation of the literacy and numeracy strategies from the previous Strategic Plan, focusing on activities that build teacher capacity to provide engaging classrooms for students; b) Development of a framework of professional learning focusing on: <ul style="list-style-type: none"> Literacy and Numeracy; Curiosity, creativity and critical thinking; Inquiry learning; <p>Encompassed in a continued commitment to the 'Curiosity and Powerful Learning' initiative of the Banyule-Darebin Network's Community of Practice.</p> c) Further development and enhancement of the current instructional model, focusing on all areas of the model, including: <ul style="list-style-type: none"> The process of teaching and learning and how it works best for students; Learning intentions; Team planning; Peer observation; Differentiation; Success criteria; Moderation. | a) Improved outcomes each year in all areas of English and Mathematics, based on: <ul style="list-style-type: none"> NAPLAN raw scores increasing over the Strategic Plan period; NAPLAN low growth being less than 25% in all areas of NAPLAN by 2019; NAPLAN high growth being greater than 25% in all areas of NAPLAN by 2019; Teacher judgments data showing continual improvement and 25% of students at each year level achieving an A or B by 2019; b) Teacher judgments in Science improve continually at year 4, 5 and 6 and 20% of students at each year level achieve an A or B result by 2019; c) Student Attitudes to School Survey results for Stimulating Learning and Teacher Effectiveness improve each year and reach the third quartile by 2019. |

