# School Strategic Plan for

## The Patch Primary School

### Eastern Metropolitan Region

### 2013-2016

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<tr>
<th>Endorsement by School Principal</th>
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<tbody>
<tr>
<td>Name</td>
<td>Debra A Herrmann</td>
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<th>Endorsement by School Council</th>
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<tr>
<td>Name</td>
<td>Peter Kinrade</td>
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<th>Endorsement by Regional Director or nominee</th>
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School Profile

Purpose

Work with our community to provide innovative learning that encourages excellence, strengthens self-belief, supports deep creative thinking, recognises diversity, develops compassion, respects the environment and gives all students an opportunity to fully participate in a sustainable global future.

“From little things big things grow,
Respect , Responsibility , Integrity”

Values

The Patch Primary School aims to provide a learning environment that meets the needs of all students. In doing so we aim to instil all students with:

- a sense of identity based on understanding ourselves, our community, our own past and the story of our unique land and its people;
- a sense of integrity based on treating others in a truthful, compassionate and cooperative way;
- a sense of community based on connecting with others, understanding diversity, respecting the rights and views of others and living sustainably;
- a sense of determination based on being challenged, thinking creatively and critically, believing in our ability to achieve our best and being resilient and persistent enough to take risks and learn from mistakes and successes;
- a sense of humour.

Context

The Patch Primary School is located on a picturesque hillside in the Dandenong Ranges east of Melbourne. The main school building has attractive classrooms and a large library. Outstanding new classroom facilities, funded through the Federal Government’s Building the Education Revolution, provide additional flexible learning spaces suited to 21st century teaching and learning. A community built and funded eco-centre, 12 themed gardens, animal enclosures, a tree trail and wetlands support the environmental education program. The school is keen to upgrade its music and art facilities. There are extensive play areas and natural and built playgrounds as well as seating areas. Indigenous art reflects the focus on indigenous education in the curriculum.

The pre-school and early childhood intervention centre run by Yooralla share the site.

The school has a reputation in the broader education community for innovative teaching, in particular showcasing environmental education. There is a focus on providing a broad curriculum including art, music, philosophy, indigenous education and Japanese. Class teachers provide physical education with some assistance from the principal.

The ‘learning landscape’ project provides a means for delivering a curriculum that promotes creativity, problem solving, self-motivation, leadership and connection to home and the wider community, consistent with the values of the school, outlined above. A variety of learning technologies is increasingly being used and all classrooms now have an interactive whiteboard and access to fixed or laptop computers. Resourcing ICT to support learning will continue to be a budgetary priority.

It is important that the school continues to promote partnerships, attracts funding and fosters teaching expertise in the future.
## Strategic Intent

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<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<tr>
<td><strong>Student Learning</strong> To maximize the achievement of high quality learning outcomes for all students across the curriculum with a strong focus on improving literacy and numeracy.</td>
<td><strong>Increase the percentage of students above the expected VELS/AusVELS level P-6 to:</strong>&lt;br&gt;<strong>Reading</strong>&lt;br&gt;2016: 55%&lt;br&gt;2011: 48%&lt;br&gt;<strong>Writing</strong>&lt;br&gt;2016: 45%&lt;br&gt;2011: 31%&lt;br&gt;<strong>Speaking &amp; Listening</strong>&lt;br&gt;2016: 45%&lt;br&gt;2011: 24%&lt;br&gt;<strong>Number</strong>&lt;br&gt;2016: 45%&lt;br&gt;2011: 30%&lt;br&gt;<strong>Measurement, Chance &amp; Data</strong>&lt;br&gt;2016: 45%&lt;br&gt;2011: 24%&lt;br&gt;<strong>NAPLAN</strong>&lt;br&gt;- Maintain the percentage of students deemed capable of achieving at or below National Minimum Standards at nil.&lt;br&gt;- Increase the percentage of students achieving in the top two bands in reading, writing, spelling, grammar and punctuation.</td>
<td>1. Build high quality teacher practice through strong instructional leadership, collaborative teamwork, shared professional learning and collective accountability.&lt;br&gt;2. Implement a consistent whole school approach to assessment and planning that ensures the curriculum is differentiated to engage, support and challenge students.</td>
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| Student Engagement and Wellbeing | To improve student engagement in learning and strengthen connectedness across the school community | **Attendance**  
By 2016 the average number of days absent for students P-6 to be 13 days or less. | 3. Increase student engagement in learning and participation in decision making through an enhanced student voice and stimulating student-centered learning. |
| **Student Attitudes to School**  
By 2016 the following combined years 5 and 6 means to improve:  
**Stimulating learning**: to improve from the third quartile (4.34, 2012) to be in the 4th quartile (>4.37) based upon 2012 benchmarks  
**Learning confidence**: to improve from the fourth quartile (4.35, 2012) to be in the 90th quartile (>4.46) based upon 2012 benchmarks? Are you sure this is a problem??  
**School Connectedness**: to improve from the third quartile (4.50, 2012) to be in the 4th quartile (>4.58) based upon 2012 benchmarks  
**Student safety**: to improve from the third quartile (4.58, 2012) to be in the 4th quartile (>4.61) based upon 2012 benchmarks | 4. Plan and document whole school approaches to strengthen connectedness across the school community |
| Student Pathways and Transitions | To improve the transition processes and pathways which support and track students as they enter and progress through the school. | The mean for the transition variable on the parent opinion survey to be 5.8 or greater by 2016. | 5. Plan transition programs and pathways for all students and track progress as student’s transition through the school. |
**School Strategic Planner 2013-2016: Indicative Planner**

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<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Achievement Milestones (Changes in practice and behaviour)</th>
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| 1. Build high quality teacher practice through strong instructional leadership, collaborative teamwork, shared professional learning and collective accountability. | Year 1  
- All staff has a clear understanding of the goals and strategies for 2013-16, the data on which these are based and how success will be determined through professional learning and staff meetings  
- Develop and document scope and sequence and continuum for writing, number, space and history and ensure these are aligned with AUSVELs.  
- Build a culture that expects instructional leadership and continuous teaching improvement.  
- Plan and facilitate leadership development through targeted Bastow leadership modules and leadership coaching.  
- Build a common understanding of the numeracy curriculum and teaching balanced numeracy programme.  
- Develop a whole school numeracy program that is based upon a common understanding of the numeracy curriculum  
- Teachers undertake professional development on collaborating with students to set learning goals to provide a differentiated curriculum.  
- Provide opportunities for teachers to collaborate on improvement by allowing time for peer assessment and modelling for peers.  
- Performance review includes individual discussions with the principal or assistant principal, feedback on classroom teaching as well as team discussions. | Staff are clear about the goals and key strategies of the school for 2013-16 and understand how they can individually and collectively, work towards meeting these.  
All teachers have and understand the scope and sequence and continuum documents for writing, number, space and history.  
Staff code of conduct reflects expectations for continuous teaching improvement.  
Plan for leadership development is available to all staff.  
Numeracy Co-ordinator to have attended Bastow Numeracy Leadership Module and Teachers undertake professional development  
A proposal for whole school numeracy program presented and discussed, and agreed upon with staff.  
All teachers have completed numeracy professional development and are applying it to their teaching practice and planning documents. Teachers deliver program as agreed, with more explicit numeracy instruction.  
Professional development on collaborating with students and differentiating curriculum is being implemented in every classroom and is reflected in planning documents.  
All teachers to have participated in 4 sessions of peer observation and 4 sessions of modelling for peers by the end of term 4 with a particular focus on the Engage component of e5/Instructional Model  
Level team minutes indicate that planning is based upon student learning goals  
All teachers to have participated in individual and team performance review by end of term 4. |
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<th>Year 2</th>
<th>Year 3</th>
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| - Develop and document scope and sequence and continuum for measurement, chance and data and science and ensure these are aligned with AUSVELs.  
- Review and document an induction process that includes school information, professional learning and mentoring.  
- Provide teachers with professional development on ICT and rich learning tasks for authentic learning.  
- Review 2013 data on literacy and numeracy to ensure that targets towards goals are being achieved. Fine tune and provide support where necessary.  
- Review and fine tune performance review for staff and document. |
| - All teachers have and understand the scope and sequence and continuum documents for measurement, chance and data and science.  
- A documented induction process that includes school information, professional learning and mentoring.  
- Professional development on ICT and rich learning tasks is being implemented in every classroom and is reflected in planning documents.  
- All staff to have considered 2013 data and understand progress towards goals.  
- An increased score for professional interaction (staff survey) in 2013. |
| - Develop and document scope and sequence and continuum for speaking and listening including philosophy and ensure these are aligned with AUSVELs.  
- Review and fine tune as necessary all aspects of teacher practice and collective accountability.  
- Provide teachers with professional development explicit teaching techniques such as learning focus, success criteria for tasks, strategy group planning, questioning, reflection time. |
| - All teachers have and understand the scope and sequence and continuum documents for speaking and listening including philosophy.  
- All staff have reviewed data for literacy and numeracy and there is a shared expectation using a common language from P-6 of what literacy and numeracy looks like at The Patch School  
- Professional development on explicit teaching techniques is being implemented in every classroom and is reflected in planning documents. |
| Year 1 | Year 4 |
| Year 2 |
| - As continuum for writing, number, space and history become available, work as staff to implement common understandings of achievement through moderation across levels to develop collective accountability.  
- Develop whole school approach for both formative and summative assessment, which includes a variety of assessment techniques including online testing, PAT maths and PAT reading; student self-assessment and peer assessment; formal and informal unit assessments; teacher and student reflections.  
- Staff in-serviced on the use of the Student Performance Analyser |
| Year 3 |
| - Staff to participate in reviewing goals and targets. |
| Year 4 |
| Review |
| 2. Implement a consistent whole school approach to assessment and planning that ensures the curriculum is differentiated to engage, support and challenge students. |
| Year 1 |
| - Teacher assessment for end of year reports, 2013, is more consistent between and across levels for writing, number, space and history.  
- By the end of 2013, agreed assessment practices are embedded and consistently used in teaching and learning practice.  
- Teachers all using Student Performance Analyser (SPA) Program to |
| Year 1 | 3. Increase student engagement in learning and participation in decision making through an enhanced student | As continuum for measurement, chance and data and science become available, work as staff to put into student friendly language to increase student participation and decision making in selecting learning goals and negotiating curriculum.  
Review planning documents to be sure that they reflect learning focus, success criteria for tasks, collaborative planning, higher order questioning, and student reflection time. | By end of term three, students confidently selecting learning goals and collaborating on planning curriculum activities in measurement, chance and data and science.  
By the end of term four, planning documents are consistent across all levels and show learning focus, success criteria for tasks, collaborative planning, higher order questioning and student reflection. |}

| Year 2 | As continuum for measurement, chance and data and science become available, work as staff to implement common understandings of achievement through moderation across levels to develop collective accountability.  
Ensure effective integration of ICT across all curriculum domains. | Teacher assessment for end of year reports, 2013, is more consistent between and across levels for measurement, chance and data and science.  
All planning and classroom practice shows evidence of ICT being integrated across the curriculum. | |

| Year 3 | As continuum for speaking and listening including philosophy become available, work as staff to implement common understandings of achievement through moderation across levels to develop collective accountability.  
Review and fine tune as necessary all aspects of whole school approach to assessment and planning that ensures the curriculum is differentiated to engage, support and challenge students. | Teacher assessment for end of year reports, 2013, is more consistent between and across levels for speaking and listening including philosophy.  
All staff has reviewed data for literacy and numeracy and student engagement in the student survey and understands progress towards shared goals. | |

| Year 4 | Review | Staff to participate in reviewing goals and targets for review |
### Voice and Stimulating Student-Centered Learning

- Plan student negotiated inquiry units. Have students frame research questions, and then co-plan rich tasks that build creativity and problem solving capacity.
- Increase student feedback for teachers e.g. PoLT questionnaires, feedback on investigations, student-led conferences.
- Sequence essential e-learning skills program by year level and design plan for implementing the use of digital technology (including digital portfolios).
- Conduct the staff e-learning skills audit and review the e-learning plan including the Ultranet implementation strategy.
- Continue planning to progressively resource all learning spaces with emerging technology including ways to resource training and technician.

### Year 2

- As continuum for writing, number, space and history become available, work as staff to put into student friendly language to increase student participation and decision making in selecting learning goals and negotiating curriculum.
- Train key staff in the components of teaching philosophy to ensure sustainability of the program and to model questioning skills for transfer across the curriculum.
- Build on the ‘Investigations’ program conducted weekly with year 5 & 6 students.
- Explore with students further ways of increasing student leadership with the school and community.
- Review progress on student engagement using 2014 student opinion survey and other formal and informal feedback

### Year 3

- As continuum for speaking and listening including philosophy become available, work as staff to put into student friendly language to increase student participation and decision making in selecting learning goals and negotiating curriculum.
- Review and fine tune as necessary all aspects of increasing student engagement in learning and participation in decision making through an enhanced student voice and stimulating student-centered learning.

### Time

- Student feedback regularly sought and reflected in curriculum planning.
- 2013 Student Survey showing increased connectedness to school and stimulating learning environment.
- Completed plan for student and staff collaboration using digital technology (e.g. blogs, wikis, design space on the Ultranet, Bloom’s digital taxonomy –refer to Teachers Connecting with e5).
- All staff to have completed e-learning skills audit by end of term 2.
- Plan for resourcing technology and technician and a timetable for ICT co-ordinator support for teachers completed by end of term 3.

### By end of term three, students confidently selecting learning goals and collaborating on planning curriculum activities in writing, number, space and history.

- Philosophy program resourced in a sustainable way. Higher order questioning skills embedded in other curriculum areas.
- ‘Investigations’ program conducted weekly with year 5 & 6 students.
- Students show increasing leadership with the school and wider community.
- Student opinion survey for 2014 shows increased connectedness to school and stimulating learning environment.

### By end of term three, students are confidently selecting learning goals and collaborating on planning curriculum activities in speaking and listening including philosophy.

- All staff has reviewed data for literacy and numeracy and student engagement in the student survey and understands progress towards shared goals.
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<th>Year 4</th>
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<th>Staff to participate in reviewing goals and targets for review</th>
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<td>4. Plan and document whole school approaches to strengthen connectedness across the school community</td>
<td><strong>Year 1</strong>&lt;br&gt;• Develop a simpler term planner which can be communicated to parents each term.&lt;br&gt;• Conduct an initial interview with parents at the beginning of each year to share information about students.&lt;br&gt;• Explore ways to report more regularly to all parents on student progress to increase parent involvement.&lt;br&gt;• Establish consistent and common communication links between teachers and parents (e.g. for communicating concerns/absences, class newsletters, 3-way conferences etc.).&lt;br&gt;• Ensure that the school website is regularly updated, and that it maximises communication possibilities for students and parents.&lt;br&gt;• Provide questionnaire at beginning of year to assess where parents would like to assist in classroom and provide targeted training sessions to assist with this.</td>
<td>• All parents have access to planner showing their children’s’ learning for term, beginning in term one.&lt;br&gt;• Every parent has had the opportunity to have an interview with their child’s teacher by the end of term one.&lt;br&gt;• Parents well informed on their child’s progress. Students involved in planning and participating in reporting their progress.&lt;br&gt;• Parents, students and teachers using consistent communication links by end of term 2.&lt;br&gt;• School website includes more targeted and up-to-date information for parents and reflects student involvement in planning and assessment.&lt;br&gt;• Level of parental involvement in classroom has increased. Results of 2013 parent survey have improved.</td>
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<td><strong>Year 2</strong>&lt;br&gt;• Continue to work with parents to increase parent engagement with the school. Using parent survey data and other formal and informal surveys, develop a plan to further increase parent information and involvement, such as class parents, social events for parents etc.&lt;br&gt;• Foster community partnerships (e.g. retirement villages, local artists for an artist in schools program, local sporting groups for organising clinics, other education providers including pre-schools, secondary colleges and continuing the association with Melbourne University and the Shire and CERES.)</td>
<td>• Engagement plan developed and supported by parents.&lt;br&gt;• Student learning and engagement increased through school accessing community partnerships.</td>
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<td><strong>Year 3</strong></td>
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<td><strong>Year 4</strong></td>
<td>Review</td>
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<tr>
<td>5. Plan transition programs and pathways for all students and track progress as student's</td>
<td><strong>Year 1</strong>&lt;br&gt;<strong>Pre-School and Partnerships</strong>&lt;br&gt;• Explore further cooperative approaches with the on-site pre-school.&lt;br&gt;• Continue to refine the Prep transition program through feedback from parents, pre-school teachers and students.</td>
<td><strong>Pre-School and Partnerships</strong>&lt;br&gt;• Approaches with the on-site pre-school explored and documented.&lt;br&gt;• Prep transition program documented and refined through feedback from parents, pre-school teachers and students.</td>
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Transitions to Secondary Schools

- Continue to strengthen the partnerships with the feeder secondary colleges including teacher observation visits.
- Build a plan to further develop time management and independent learning skills to prepare students for secondary school e.g. effective use of diaries, structured homework that meets DEECD guidelines.
- Improve communication to parents of expectations for student independent learning skills in secondary school.

Transitions/orientation process for students new to the school

- Ensure documentation for families includes school information, parent/teacher/student interview, assigned buddy, assessment process, follow-up contact with family from the teacher/leadership team member and also arrange contact with the family from a parent representative.

Enhance pathway planning

- Plan pathways for all students with special needs. Plan regular review of ILPs and intervention or support programs.
- Continue regular SSG meetings for all PSD students to review progress, set or revise goals and actions. Share ILPs with integration aides. Use the 6-point VELS assessment as appropriate and the ABLES resources documented.
- Evaluate the template used for ILPs and use the ABLES suggested template as a further resource.
- Use student goal setting for all students and ensure pathways to achieve goals are documented.

Track student progress

- Use the assessment schedule to collect data then track student progress using SPA and/or the Ultranet student profiles.
- Plan time and process to ensure all relevant information for transition is recorded on the student mapping tool and shared with the next teacher.

Transitions to Secondary Schools

- Partnerships with the feeder secondary colleges including teacher observation visits documented and strengthened.
- Time management and independent learning skills documented to prepare students for secondary school.
- Expectations for student independent learning skills for secondary school communicated to parents.

Transitions/orientation process for students new to the school

- Documentation for families includes school information; parent/teacher/student interview, assigned buddy, assessment process, and follow-up contact with family from the teacher/leadership team member and include contact with the family from a parent representative.

Enhance pathway planning

- Pathways for all students with special needs documented and planned. Regular reviews of ILPs and intervention or support programs recorded and documented.
- Regular SSG meetings for all PSD students’ shows review of progress set or revise goals and actions. Shares ILPs with integration aides. Use the 6-point VELS assessment as appropriate and the ABLES resources documented.
- Evaluation of the template used for ILPs completed and use the ABLES template as a further resource.
- Use student goal setting for all students and ensure pathways to achieve goals are documented.

Track student progress

- Assessment schedule being used to collect data then track student progress using SPA and/or the Ultranet student profiles.
- All relevant information for transition is recorded on the student mapping tool and shared with the next teacher.
- Have a person responsible for data management within each unit team and to lead team discussions that identify and plan for each student’s learning needs. Ensure documented action plans are devised flowing from discussions.

**Transitions within the school**
- Enhance the initial program in the first weeks of each year. Anchor-charts for class norms for behaviour and learning to be created with students.
- Work with students to include more opportunities for multi-age activities.

**Year 2**
- Seek feedback from parents, students and teachers on each of the transition programs.
- Evaluate the exchange of student information between grades.
- Implement approaches to the 0-8 Developmental Framework with the network transition cluster and local pre-school teachers.
- Extend development of time management and independent learning skills to prepare students for secondary school students in grades 3-6.

**Year 3**
- Review and fine tune as necessary all aspects of transition programs and pathways for all students and tracking student progress through the school.

**Year 4**
- Review

- Teams having discussions that identify and plan for each student’s learning needs. Documented action plans are devised flowing from discussions.

**Transitions within the school**
- Program in the first weeks of each year implemented. Anchor-charts for class norms for behaviour and learning created with students and visible in all classrooms.
- Students participating in multi-age activities on a regular basis.

- Parents, students and teachers have access to ways of expressing opinion on transition programs.
- All teachers have access to useful student information in good time for 2014.
- Approaches to the 0-8 Developmental Framework with the network transition cluster and local pre-school teachers implemented.
- Students in grades 3-6 practising independent learning skills.
- Parent Opinion survey data on transition program improved.

- All staff has reviewed data for literacy and numeracy, student engagement in the student survey, the parent opinion survey and understands progress towards shared goals.