Respect / Tolerance & Inclusion / Excellence

Florey Primary School Strategic Plan 2016-2020
Belconnen Network

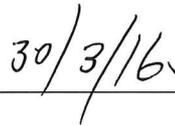Endorsement by School Principal

Name: Felicity Bruce

Signed   Date: 30/3/16.
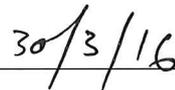
Endorsement by School Board Chair

Name: Sam Holthouse

Signed   Date: 30/3/16

Endorsement by School Network Leader

Name: Stephen Gwilliam

Signed   Date: 8/5/16

School Profile

Florey Primary School, established in 1989, has a student population of 530 students, P - 6. Florey Primary School is an outstanding school that enjoys a rich variety of cultures and backgrounds. The multicultural nature of the school provides students with a unique opportunity to interact with students from approximately 30 different countries. This has produced a high standard of respect for learning and for individual differences. In 2015 approximately 30% of the population are English as Second Language (EAL/D) students. Currently 29% of students are from the local priority enrolment area. Student numbers have increased from 496 in 2012 to522 in 2015. The school has a unique open plan design with separate cottages containing teaching spaces The school also has a hall, library, general purpose facilities, a specialist science laboratory, Indonesian room, music room and administration offices. The school has dedicated and skilled staff who works collaboratively within a professional learning community. The emphasis is placed on students learning at their current point of need.

Our vision at Florey Primary School is to guide and empower all students towards excellence and to support their wellbeing. We empower students to acquire demonstrate, articulate and value creativity, knowledge and skills that will support them, as lifelong learners. We support students to participate in and contribute to the local and global world and practise the core values of the school: respect, tolerance and inclusion and excellence. This should be achieved through high quality teaching, community engagement and whole school wellbeing.

At Florey Preschool, children are valued as curious, capable and collaborative learners with their uniqueness celebrated. Throughout the environment, children are free to explore, investigate and pursue their individual interests to learn through play. We promote respect for ourselves, each other and our environment.

Florey Primary school undertook a thorough self-assessment in 2015 which included a review using the National School Improvement Tool (NSIT), longitudinal NAPLAN data, School Satisfaction survey data, School Climate Survey and Professional Learning Team data. The schools data and conclusions were ratified by an external validation panel. Staff, parents and members of the School Board were involved in parts of the review process, including some members being interviewed by the validation team. Staff reviewed all data and the NSIT in teams and provided a summary to the School Improvement Team.

The Validation Team's report provided five commendations and the following recommendations to the school:
- Extend the existing approach to differentiation consistently in all classrooms across all learning areas.
- Formalise the coaching and mentoring model.
- Embed ICT quality pedagogies across all learning areas.
- Further develop partnerships with families, health and community agencies.

The preschool undertook the National Quality Standards assessment and rating process and received a rating of 'Exceeding Expectations' in all areas assessed.

The development of the Strategic Plan included participating by all staff in a series of workshops to identify and priorities areas of concern for staff. Similar workshops with focus groups were held with parents and year 5/6 students. From these workshops and the validation report, two key priority areas became apparent.

To monitor progress against this Strategic Plan, the school Board will review the school's progress towards achieving the Annual Action Plan once per term and key data sets as they arrive annually. A report against the Annual Action Plan will be provided at the end of each year.

Strategic Priority 1: Increase whole school wellbeing

Outcomes to be achieved:

All staff, students and families express a sense of belonging and connectedness to the school.

Targets

By the end of 2020 the school will achieve:

- a two percentage point decrease (from six to four per cent) in the proportion of parent/carer responses reporting 'needs improvement' for 'School Identification' within the School Climate Survey.
- a 10 percentage point increase (from 37 to 47 per cent) in the proportion of students reporting 'excellent' for 'School Identification' within the School Climate Survey.
- a 10 percentage point increase (from 37 to 47 per cent) in the proportion of staff reporting 'excellent' for 'School Identification' within the School Climate Survey.

Key Improvement Strategies	Key Performance Indicators
Introduce improved practices and procedures to develop student and staff wellbeing.	- An increase in the proportion of students who agree or strongly agree in the student satisfaction survey that "I feel safe at my school" from 71 percent. - An increase in the proportion of staff who agree or strongly agree in the staff satisfaction survey that "my professional achievements are celebrated at this school" from 59 percent. - The proportion of student responses in the School Climate Survey data increasing from 76 percent reporting 'excellent' to an average equal to or above the state average for Behavioural Engagement".
Establish strategic partnerships to provide access to experiences, support and intellectual and/or physical resources not available within the school.	Proportion of strategic partnerships meeting set outcomes

Strategic Priority 2: Improve whole school learning

Outcomes to be achieved:

All students achieve age appropriate proficiency or above in reading and mathematics.
All students achieve appropriate growth or above in all areas of NAPLAN years 3 to 5.
All staff indicate a growth in their understanding of teaching and learning.

Targets

By the end of 2020 the school will achieve:
- a 5 percentage point increase in the proportion of students gaining greater than or equal to expected growth for NAPLAN reading and numeracy years 3 to 5 up from 50.9 percent in reading to 55.9 percent and from 55.6 percent in numeracy to 60.6 percent
- a 2 percentage point increase in the proportion of students in the top two bands for years 3,5 in all areas of NAPLAN from:

Area	Year 3 Band 5 &6 2013-2015 average	Year 5 Band 7 &8 2013-2015 average
Reading	22.3	16.7
Writing	17.8	8.6
Spelling	18.3	18.2
Grammar & Punctuation	19.9	17.8
Numeracy	14.8	11.6

These data will be collected annually through NAPLAN and the School Satisfaction Survey.

Key Improvement Strategies	Key Performance Indicators
Continue the implementation of the Professional Learning Community, including three tiers of intervention.	▪ Increase in the proportion of students achieving key learning as identified by power standards in the areas of literacy and numeracy.
Formalize coaching and mentoring procedures.	▪ A 5 percentage point increase in the proportion of staff who 'agree or strongly agree' that "I receive useful feedback about my work at this school" from 66 percent.
Extend and improve the existing approach to differentiation consistently across the school.	▪ Proportion of teaching programs showing evidence of differentiated learning. ▪ An increase in the percentage of students who have achieved against their ILP and PLP goals.
Embed ICT pedagogies across all learning areas.	▪ Proportion of staff who 'agree or strongly agree' that computer technology is an integral part of learning and teaching at this school, increasing from 72 percent. ▪ Proportion of students who 'agree or strongly agree' that 'at this school I have access to equipment such as computers, internet and digital cameras' from 81 percent.

	▪ Proportion of parents/carers who 'agree or strongly agree' that computer technology is an integral part of learning and teaching at this school, increasing from 92%.