Richardson
PRIMARY SCHOOL
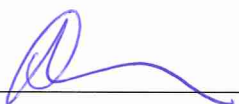## PRESCHOOL-YEAR 6
Opened 1984

Richardson Primary School Strategic Plan 2016-2020 (The Plan was amended in 2017) Tuggeranong Network

Endorsement by School Principal

Name: Anna Wilson

Signed

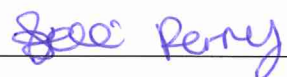Date: 24-3-2017

Endorsement by School Board Chair

Name: Tali Perry

Signed

Date: 24.3.17

Endorsement by School Network Leader

Name: Kate Smith

Signed

Date: 24-3-2017

School Context

Richardson Primary School is a preschool to Year 6 School located in the Tuggeranong valley. Established in 1984, Richardson currently has an enrolment of 192 students. At Richardson we have a genuine commitment to ensuring success for every student. We are committed to implementing research based, high impact strategies that improve outcomes for every student. Formative Assessment and Cooperative Learning form a strong focus for our improvement strategy and all staff are committed to this agenda.

In 2015, Richardson's progress in school improvement was validated by an Education and Training Directorate panel. Leading up to this process, self-assessments were conducted using National School Improvement Tool and the National Safe Schools Framework Audit Tool to identify areas of strength as well as areas for development. The school is therefore extremely well prepared and excited to commence its new strategic plan.

Richardson Primary has been acknowledged as having significant strengths: the school's leadership group has developed and is driving an explicit local school improvement agenda; the school is driving a strong culture that promotes learning and effective teaching methods, cooperative learning and formative assessment enact the explicit intention to maximise learning. Richard's Primary School's Strategic Plan 2016-2020 is underpinned by the above-mentioned commendations and the following recommended priorities:

- Develop a strong culture of analysis, discussion and action on data. The school was noted for its effective use of formative data but is encouraged to develop a school wide data plan that supports the needs of individual students and encourages systematic tracking and monitoring of improvement over time.
- Create a coherent, sequenced and clearly documented curriculum plan. This will ensure consistent teaching and learning expectations and provide a clear reference for monitoring learning across year levels. It is suggested that careful attention is given to the vertical alignment of the curriculum so there is continuity and progression of learning.
- Enhance the promotion of deliberate and strategic partnerships between home and school. It is suggested that school continue to actively seek ways to enhance student learning and wellbeing by partnering with parents and carers.
- Extend coaching throughout the school by building upon the solid foundations of the existing system of teachers coaching within the school. This approach offers the potential to continue to improve teacher practice, students learning outcomes and leadership development by engaging more staff with demonstrated expertise in the practice of coaching others.

Further recommendations include continuing to place a high priority on differentiated teaching and learning and providing a safe, supportive and respectful school culture. The school also has a dedicated focus on improving outcomes in the early years. We have prioritised early intervention as a strategy to understand and support student needs in the preschool, kindergarten, year 1 and year 2. This approach allows us to provide students with the support they require to experience success at school.

Each semester staff will be involved in the self-assessment of school priorities, analysis of data and progress of key improvement strategies within the Annual Action Plan. This will involve capturing progress, deciding next steps and reviewing the Plan as needed. This information will also be discussed and added to at school leadership team and school board meetings.

The school leadership team share the belief that Richardson Primary School, with intentional practice and a culture of high expectations for improvement, accountability and best practice that are capable of performing even better through systematic curriculum delivery and intellectual rigour every day. This will be a focus throughout the 2015-2020 Strategic Plan as we embed whole school systems and process for effective pedagogical practices, refine curriculum programs and focus a providing a safe, supportive and respectful school culture.

Strategic Priority 1: Improve learning and achievement for all students

Outcomes to be achieved:

- Increased growth in students' performance in literacy and numeracy over time
- Teachers at the school understand and use effective teaching methods and research-based practices in all classrooms to ensure that every student is challenged, engaged and learning successfully.
- Our school has a plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across year levels. The plan, within which evidence based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum and Early Years Learning Framework.
- Systems and processes are in place to ensure an emphasis on the joint analysis of student work, achievement and wellbeing data and on the teaching strategies for improving student learning
- Teachers understand and confidently use data to inform differentiated approaches to teaching and learning.

Targets

By the end of 2020 the school will achieve:

A decrease of 10% or greater in the number of year three and five students at or below the national minimum standard of NAPLAN in overall literacy.

- Year 3: Band 1 and Band 2 - from 41% (2013-2016 average) to 36.9% or less (2017-2020 average)
- Year 5: Band 3 and Band 4 -from 53% (2013-2016 average) to 47.7% or less (2017-2010 average)

A decrease of 10% or greater in the number of year 3 and year 5 students at or below the national minimum standard of NAPLAN in numeracy.

- Year 3: Band 1 and Band 2 - from 40% (2013-2016 average) to 36% or less (2017-2020 average)
- Year 5: Band 3 and 4 -from 59% (2013-2016 average) to 53.1% or less (2017-2020 average)

An increase of 10% or greater in the number of year three and year five students achieving proficiency in NAPLAN in overall literacy.

- Year 3: Band 5 and 6: 18% (2013-2016 average) to 19.8% or greater (2017-2020 average)
- Year 5: Band 7 and Band 8: 5% (2013-2016 average) to 5.5% or greater (2017-2020 average)

An increase of 10% or greater in the number of year 3 and 5 students achieving proficiency in NAPLAN in numeracy.

- Year 3: Band 5 and Band 6: 8% (2013-2016 average) to 8.8% or greater (2017-2020 average)
- Year 5: Band 7 and Band 8: 5% (2013-2016 average) to 5.5% or greater (2017-2020 average)

A decrease of 10% or greater in the number of kindergarten students achieving less than expected growth in PIPS reading and maths.

- Reading: 41% (2013-2016 average) to 36.9% or less
- Maths: 17% (2013-2016 average) to 15.3 or less

An increase of 10% or greater in the number of kindergarten students achieving expected and better than expected growth in PIPS reading and maths.

- Reading: 52% (2013-2016 average) to 57.2% or less (2017-2020 average)
- Numeracy: 83% (2013-2020 average) to 91.3% or less (2017-2020 average)

PAT maths and reading data will demonstrate an increase in the number of students performing at or above the normed range for their year level.

Increase the % of within school matched students achieving expected growth in NAPLAN reading, writing, spelling, grammar and punctuation and numeracy.

- Reading: 50% (2013-2016 average) to 55% or greater (2017-2020 average)
- Writing: 59% (2013-2016 average) to 64.9% or greater (2017-2020 average)
- Spelling: 48% (2013-2016 average) to 52.8% or greater (2017-2020 average)
- Grammar and Punctuation: 45% (2013-2017 average) to 49.5% (2017-2020 average)
- Numeracy: 46% (2013-2016 average) to 50.6% (2017-2020 average)

Key Improvement Strategies	Key Performance Indicators
Embed effective teaching practices	- The proportion of 'within school' matched students achieving expected growth in all NAPLAN domains - The proportion of students who achieve expected growth and above in PIPs reading and numeracy based over a four years' average - The proportion of 'within school' matched students achieving at the proficiency standards in all year 5 NAPLAN domains - The proportion of students achieving a satisfactory standard in English, mathematics and science (as measured by A-E grades) - The proportion of teachers who are able to clearly articulate effective practice. - The proportion of staff who agree/strongly agree that *teachers frequently discuss and share teaching methods and strategies with each other* Data collection tool: School Survey) - The proportion of teachers who agree/ strongly agree that they *are actively engaged in professional learning* (Data collection tool: System Satisfaction Survey)
Create a coherent, sequenced written, taught and assessed curriculum aligned to the Australian Curriculum and Early Years Learning Framework	- Evidence of all teaching and learning programs in the school aligned with the Australian Curriculum and EYLF - Observations of the delivery of planned curriculum in classrooms - A scope and sequence for integrated inquiry - High levels of moderation of assessment - High levels of quality assessment tools used - Level of parent knowledge of the curriculum taught - Our engaging, relevant, challenging written, taught and assessed curriculum will be highly visible, in classrooms, on our website and in the front foyer - Effective implementation of NQS
Develop a culture of analysis, discussion and action	The proportion of staff who use a broad range of

Targets

By the end of the 2020 the school will achieve:

- 100% of staff demonstrate improvement in individual teaching practice against the National Teacher Quality Standards (Baseline data to be obtained in 2017. Data collection tool: Classroom Practice Continuum)
- 90% of staff agree/strongly agree that the school's feedback and coaching model effectively supports quality teaching (Baseline data to be obtained in 2017. Data collection tool: School Survey)
- 100% of executive staff agree/strongly agree that the school's feedback and coaching model effectively supports quality teaching (Baseline data to be obtained in 2017. Data collection tool: School Survey)
- 90% of staff agree/strongly agree that they get useful feedback about their performance (Based on a four year average of 80% in 2013-16. Data collection tool: System Satisfaction Survey).
- 90% of staff demonstrate improvement in feedback, coaching and mentoring skills (data collection tool: capacity matrix)

Key Improvement Strategies	Key Performance Indicators
Develop teacher expertise in peer coaching, mentoring and feedback to build professional capacity	- The proportion of staff who evaluate the coaching and feedback models as effective (Data collection tools: learning journal and Teacher Performance and Development Plan reflections) - Proportion of staff who demonstrate improvement in coaching and mentoring skills (data collection tool: capacity matrix) - Proportion of staff who agree/strongly agree that *the school's coaching, mentoring and feedback model supports quality teaching and improved practice* (Data collection tool: School Survey)
Embed instructional leadership structures and processes that build professional capacity	- The proportion of staff who agree/strongly agree that *there are processes in place that support my practice* (Data collection tool: School Survey) - The proportion of staff who agree/strongly agree that *staff are provided with programs and processes to develop their teaching knowledge and skills* (Data collection *tool*: School Survey) 100% of staff engage an instructional coach - Proportion of staff taking on leadership roles outside the classroom - Proportion of school leaders who indicate improvement in instructional leadership skills (ACT School Leaders Capability Framework; self-assessment against the Australian Professional Standards for Teachers Lead).

Strategic Priority 3: Provide a safe, inclusive and respectful school culture

Outcomes to be achieved:

- All members of the school community understand and consistently implement restorative and relational

on data	student achievement data to track student progress
	• The proportion of students who agree/strongly agree that *teachers provide them with useful feedback about their work*
	• Evidence of self-evaluation and reflection in teaching programs
	• Clear use of data for identification of special support
	• Teachers' learning programs show differentiation based on assessment of need
	• The proportion of teaching programs which document the changes made in response to data analysis: e.g. lesson plans; First Steps Continuum mapping (reading and writing)
	• The proportion of staff who agree/strongly agree that *I use results from system testing and system processes to inform my planning* (Data collection tool: System Satisfaction Survey)
Differentiate teaching and learning to meet the needs of all students	• The proportion of teaching programs showing evidence of differentiated learning
	• Evidence of ILPs for identified students
	• The proportion of ILP goals achieved by students
	• The proportion of staff and parents who agree/ strongly agree that *students' learning needs are being met at this school* (Data collection tool: System Satisfaction Survey)
	• The proportion of students who agree/ strongly agree that *their learning needs are being met at this school* (School survey)
	• The proportion of parents who agree/ strongly agree that *teachers at this school provide my child with useful feedback about his or her school work* (Satisfaction Survey)
	• A Response to Intervention model to provide targeted support for students achieving not at standard
Effective implementation of the National Quality Standards in our preschool	• Completion of assessment And rating of our preschool services by the regulatory authority
	• 5 out of 7 Quality Areas are rated as meeting the NQS

Strategic Priority 2: Develop an expert teaching team

Outcomes to be achieved:

- Teachers demonstrate highly effective teaching to improve student learning throughout the school.

- School leaders demonstrate a high level of instructional leadership skills.

- Develop a culture of continuous professional improvement that includes teachers effectively using peer coaching, mentoring and feedback techniques that result in the building of individual and collective capacity.

	reflection on SEL lessons taught
Develop and implement a whole school scope and sequence for student wellbeing including the Kidsmatter framework, Friendly Schools Plus, Protective Behaviours	• Evidence in planning documents and units of inquiry P-6 • Scope and sequence document developed
Refine structures and processes that enable the effective management of student welfare	• Proportion of students who agree/strongly agree that *I can talk to my teacher about my concerns.* • The proportion of parents/students who agree/strongly agree that *student behaviour is well managed at the school* (Satisfaction Survey) • The proportion of staff who agree/strongly agree that they are *supported by the school in the management of student behaviour.* • Proportion of parents who agree/strongly agree that *my child's learning needs are being met at this school* • Proportion of staff who agree/strongly agree that *the different needs of all students are catered for* • Other key stakeholder perception data (I know an adult I can talk to) • Bully audits and student welfare records demonstrate improved student welfare and achievement. • Implementation of the new Safe and Supportive Schools policy and Student welfare policy and procedures
Strengthen productive partnerships with parents and the community	• Proportion of staff who agree that the school works with parents to support students' learning • Evidence of community partnerships that have been evaluated as effective • Proportion of parents who agree/strongly agree that their opinions are taken seriously • Proportion of parents who agree that school-parent partnerships are valued

practices.
- All members of the school community feel safe, included and respected.
- Parent participation, satisfaction and trust in the school is evident

Targets

- By the end of the 2020 the school will achieve:
- 80% of students agree/strongly agree that they feel respected in the school environment (Baseline data to be obtained in 2017. Data collection tool: School Survey)
- 85% of parents agree/strongly agree that they feel respected in the school environment (Baseline data to be obtained in 2017. Data collection tool: School Survey)
- 90% of staff agree/strongly agree that they feel respected in the school environment (Baseline data to be obtained in 2017. Data collection tool: School Survey)
- 85% of students agree/strongly agree that I feel safe at school (Based on a four year average of 73% in 2013-2016, and 58% in 2016. Data collection tool: System Satisfaction Survey)
- 95% or more of parents on average from 2017 to 2020 agree/strongly agree that my child feels safe at school (Based on a four year average 95% in 2013-2016, 92% in 2016 Data collection tool: System Satisfaction Survey)
- 90% of parents agree that community partnerships are valued and maintained at the school (Based on a four average of 75% in 2013-2016, 100% in 2016.Data collection tool: System Satisfaction Survey).
- 90% of staff rate the school as achieving in the nine areas of the National Safe Schools Framework.
- 90% of staff respond positively to feeling a sense of belonging at the school in the School Climate and Identification Measurement Tool.

Key Improvement Strategies	Key Performance Indicators
Develop explicit high expectations of students and staff in the learning environment	- Essential agreements for all classrooms - The proportion of staff/parents who agree/strongly agree that: *I know what the values of my school are; school values are reflected in my teaching; this school has high expectations in all it does; I have high expectations about student achievement* (Data collection tool: System Satisfaction Survey)
Introduce the consistent use of restorative and relational practices	- Proportion of students who agree/strongly agree that *teachers treat students fairly* (Data collection tool: System Satisfaction Survey) - Proportion of students who agree/strongly agree that *I like being at school* (Data collection tool: System Satisfaction Survey) - The proportion of parents/staff/students who agree/strongly agree that *student behaviour is well managed at the school* (Data collection tool: System Satisfaction Survey) - Key stakeholder perception data (*I can talk to my child's teachers about my concerns; I can talk to my teachers about my concerns; My school takes students' /parents' opinions seriously.*) - Student welfare records - Student welfare policy and procedures - Evidence of teachers' weekly planning and