# Miles Franklin Primary School Strategic Plan, 2017-2021
# Belconnen Network

**Endorsement by School Principal**

Name: Chris Jones

Signed _[signature]_          Date: 22/3/17

**Endorsement by School Board Chair**

Name: Matthew Miller

Signed _[signature]_          Date: 22/03/17

**Endorsement by School Network Leader**

Name: Stephen Gwilliam

Signed _[signature]_          Date: 24/3/17

**School Profile**

Our school's motto is *Achieving educational excellence in a caring environment.* The Strategic Plan outlined in this document fits under this broad aegis.

In 2016 we commenced the final phase of our ongoing school review, ready to report our achievements to the school community as part of the five yearly School Review process. Our team of staff collated the most recent evidence and assessed this against the data from previous years to see trends and ascertain the success of our initiatives. Using the nine domains of the National School Improvement Tool and against the National Safe Schools Framework we reviewed our evidence to make an on balance judgement on where to place our school's current achievements on these tools. We consulted our school community, our children and discussed recommendations and commendations at length in School Board meetings. The outcome was the writing of our school Summative Evaluation Report, which the external School Review panel stated was closely aligned to their findings.

The School Review panel assessed us against the nine domains of the National School Improvement Tool. We were very happy with the panel's assessment where our findings aligned with their review findings in the 'outstanding' category of Systematic Curriculum Delivery, Effective Pedagogical Practices and School-Community Partnerships. In all other domains our staff's findings we were closely aligned with the panel's statements in the 'high' category. The information in our Summative Evaluation Report has been carefully assessed against a range of data sources over time (in school assessment results, satisfaction surveys, NAPLAN, PIPS, anecdotal discussions amongst staff etc.), our International Baccalaureate (IB) Verification Report from 2015 and our Preschool Accreditation Report also from 2015. In all of these areas we have performed exceptionally well: our PIPS and NAPLAN results have improved markedly, our satisfaction results are above the system average, we received commendations in our IB Verification Report and our Preschool was rated as Exceeding the National Quality Standard. Evaluating this broad spread of evidence with our staff has resulted in agreeing we should have three main foci for children in this Strategic Plan: Improving their wellbeing and engagement, improving their writing and improving their mathematical skills. Our School Board have been fully informed of this process and have agreed on these identified areas. Our pathway of school improvement, as articulated in this strategic plan, acknowledges and respects our journey to date and is focused on our future vision of being *a globally- minded community of inquiring, compassionate and lifelong learners* with our mission of *recognising, valuing and celebrating the academic and social needs of every student. Working collaboratively and respectfully we will enrich the learning of all students.*

## Strategic Priority 1
**Student outcomes to be achieved: Improve student engagement and learning behaviours**

**Targets:**
- By the end of 2021 the school will achieve
    - 85% of children, parents and staff will affirm children feel safe in the school by 2021
    - 85% of children, parents and staff will affirm behaviour is well managed in the school by 2021

## National Quality Standard Area covered by this priority

- QA1: Educational program and practice
- QA3: Physical Environment
- QA5: Relationships with children
- QA6: Collaborative partnerships with families and communities

| Key Improvement Strategies | Timelines and milestones | Lead roles/ Accountabilities/ Delegations | Targeted Resources | Key Performance Indicators |
|---|---|---|---|---|
| Develop a strong sense of belonging and pride in the school. | 2021 | Whole School Community | SRC, Whole Cohort Leadership Days (Camp), Student Support Fund. $3000 (average) p/a fund for guest speaker and leadership opportunities for students. | Safe and supportive schools procedure includes response to student behaviour developed with children and community, and implemented as part of Safe Schools Policy. |
| Support teachers to develop a happy, optimistic feel to the school environment which is calm, productive and engaging. | 2019 | Pedagogical Leadership Team | Pedagogical Leadership Team, NSET, Friendly Schools Plus, Essential Skills PL and coaching, Restorative Practice PL, Circle Time PL. $5000 (average) p/a budget for the range of professional learning. | Safe and Supportive Schools procedure developed in line with department guidelines.<br><br>Data on student well being and behaviour is reflected upon to inform school policies and procedures.<br><br>Formalised coaching program developed and embedded across the school. |

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| Enhance opportunities for school-community partnerships to improve student outcomes. | 2019 | Whole School Community | School Board, Pedagogical Leadership Team, P&C Executive, MCSS Students, Business community, $500 (average) p/a budget for hospitality. | Friendly Schools Plus program implemented and reviewed based on data collected on the effectiveness of the program using FS online survey tools. |
| Collaboratively develop and implement infrastructure projects in partnership with the Education Directorate, P&C and community partnerships | • Specialist art room 2017<br>• New sound system for hall 2017<br>• Covered Outdoor Learning Area 2017<br>• Concrete for steps to Big Portable 2017<br>• New carpet for Big Portable 2018<br>• Children's multi-sensory spaces 2018<br>• Outside musical instruments 2018<br>• Refurbished student toilets by hall 2018<br>• Kindergarten play area | School Board, Pedagogical Leadership Team, P&C Executive and Education Directorate, SRC | Repairs and Maintenance Program<br><br>Joint funded infrastructure projects<br><br>School Hall and Facilities hire agreements<br><br>P&C fundraising and donations<br><br>Effective and efficient use of School Resource Allocation<br><br>Community grants | • Infrastructure projects completed on time and to budget |

| | 2018 | | | |
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| | • Former medical centre ready for student use 2020<br>• All four play areas to have shade covers 2020 | | | |

## Strategic Priority 2

**Student outcomes to be achieved: Improve student writing.**

**Targets:**

- By the end of 2021 the school will achieve
  - o NAPLAN results to be within the average range for like schools
  - o An average of a 5% increase in mean ACER Writing scores each year for Years Five and Six, resulting in a 25% increase in 2016 mean ACER Writing scores for both year levels

## National Quality Standard Area covered by this priority

- QA1: Educational program and practice
- QA2: Physical Environment
- QA6: Collaborative partnerships with families and communities

| Key Improvement Strategies | Timelines and milestones | Lead roles/ Accountabilities/ Delegations | Targeted Resources | Key Performance Indicators |
|---|---|---|---|---|
| Collaboratively develop and embed school wide evidence based pedagogical practices for writing. | 2018 | Writing Review Committee, Pedagogical Leadership Team. | Relief from Face to Face for coaching opportunities and to observe best practice, Writing PL January 2017, The Writing Book, | Writing implementation committee established with terms of reference developed.<br><br>Percentage of growth in the number of teachers observing each other's practice of the teaching writing.<br><br>Review of current teaching practices |

| | | | | related to the teaching of writing. |
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| | | | | Develop a peer coaching program in the school aligned with current observation and feedback processes. |
| | | | | PYP Language Policy updated to include agreed whole school beliefs relating to the teaching of writing. |
| | | | | Staff have received professional development in order to build capacity to analyse writing samples and data. |
| Improve staff data literacy skills through a culture of self-evaluation and reflection across the whole school, developing an expert teaching team, to improve children's achievement in writing | 2020 | Writing Review Committee, Pedagogical Leadership Team. | Train leadership staff in data analysis. Review IB Assessment Policy to incorporate expectations for analysis and use of data across the school to improve student outcomes. Provide professional development for all staff aimed at building teachers' and leaders' data literacy skills. | Track growth in student performance data in classes where teachers have been involved in formal coaching program. Percentage of growth across students receiving each level of achievement on our school's 5 point scale in writing for semester reports. Percentage of teachers that feel confident analysing writing data using agreed benchmarking and triangulation. Investigate online software available to undertake data analysis that allows for student data to be summarised, displayed and communicated. Use writing data to identify gaps in student learning, monitor improvement over time and monitor growth across each year level in the school. Conduct joint analysis of student writing |

| | | | | samples and teaching strategies used to improve student learning. |
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| | | | | Develop a peer coaching program in the school aligned with current observation and feedback processes. |

## Strategic Priority 3

Student outcomes to be achieved: Improve children's mathematical understanding and skills

## Targets:

- NAPLAN results to be within the average range for like schools
- An average of a 5% increase in mean ACER PAT-Maths scores each year for Years Two to Six, resulting in a 25% increase in 2016 mean ACER PAT-Maths scores for all year levels

## National Quality Standard Area covered by this priority

- QA1: Educational program and practice
- QA2: Physical Environment
- QA6: Collaborative partnerships with families and communities

| Key Improvement Strategies | Timelines and milestones | Lead roles/ Accountabilities/ Delegations | Targeted Resources | Key Performance Indicators |
|---|---|---|---|---|
| Collaboratively develop and embed school wide evidence based pedagogical practices for numeracy. | 2019 | Numeracy Review Committee, Pedagogical Leadership Team. | Relief from Face to Face for coaching opportunities and to observe best practice, Inquiry maths PL April 2016, books purchased from this, strategies from Principals as Numeracy Leaders (PANL) initiative | Mathematics implementation committee established with terms of reference developed.<br><br>Percentage of growth in the number of teachers observing each other's practice of the teaching mathematics.<br><br>Review of current teaching practices related to the teaching of mathematics.<br><br>Develop a peer coaching program in the school aligned with current observation and feedback processes. |

| | | | | PYP Mathematics policy developed to explain whole school beliefs relating to the teaching of mathematics.. |
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| | | | | Staff have received professional development in order to build capacity to analyse maths work samples and data. |
| Improve staff data literacy skills through a culture of self-evaluation and reflection across the whole school, developing an expert teaching team, to improve children's achievement in numeracy | 2021 | Numeracy Review Committee, Pedagogical Leadership Team. | Train leadership staff in data analysis. Review IB Assessment Policy to incorporate expectations for analysis and use of data across the school to improve student outcomes. Provide professional development for all staff aimed at building teachers' and leaders' data literacy skills. | Track growth in student performance data in classes where teachers have been involved in formal coaching program. Percentage of growth across students receiving each level of achievement on our school's 5 point scale in mathematics strands for semester reports. Percentage of teachers that feel confident analysing maths data using agreed benchmarking and triangulation. Investigate online software available to undertake data analysis that allows for student data to be summarised, displayed and communicated. Use maths data to identify gaps in student learning, monitor improvement over time and monitor growth across each year level in the school. Conduct joint analysis of student maths work samples and teaching strategies used to improve student learning. Develop a peer coaching program in the school aligned with current observation and feedback processes. |