

School Strategic Plan for Ferny Creek Primary School 3228 2015-2018

School Profile

<p>Purpose</p>	<p>Ferny Creek Primary School’s mission is to provide the Ferny Creek Community with a comprehensive primary education for all students that will empower them, to reach their full academic, social and physical potential, thus providing them with the necessary skills for Life Long Learning and we are a school whose children, parents and teachers are treated with respect and dignity; a school where everyone is welcome and accepted as they are; a school where staff, parents and School Council are responsive to the needs of students; a school which reflects the character, nature and values of its community.</p> <p>The three areas we focus on are:</p> <ul style="list-style-type: none"> ○ Behavioural engagement - a student’s participation in education, including academic, social and extracurricular activities of the school. ○ Emotional engagement – a student’s emotional reactions in the classroom and in the school, a sense of belonging and connectedness. ○ Cognitive engagement – a student’s investment in learning and their intrinsic motivation and self-regulation. <p>The future sustainability and success of our school and our high quality teaching and learning programs will continue to rely on our future enrolment patterns. Our school leadership, our staff team and our school community, work together to build a strong and vibrant teaching and learning environment for both current and future students of Ferny Creek.</p>
<p>Values</p>	<p>An important aspect of our school is our ‘A Valued Start’ program. This unit is taken across the school in the first ten days of the school year and revised at the beginning of each term. It strongly emphasises our school’s mantra ‘Together We Make a Difference’ and our five school community values. These values are:</p> <ul style="list-style-type: none"> ○ Respect – having regard for self, others, property and our environment ○ Pride – recognising and celebrating achievement ○ Inclusiveness – treating each other fairly and equally without exception
<p>Environmental Context</p>	<p>Ferny Creek Primary School is a medium sized school in the Dandenong Ranges east of Melbourne. The school was established in 1895 and today continues to serve a residential community on Melbourne's outer-suburban fringe in the environmentally sensitive Dandenong Ranges. The school operates largely within relatively new facilities and is equipped with modern communication and information learning technologies to provide high-level support for quality learning. A multipurpose centre and administration area are linked to the classroom complex and are surrounded by outdoor performance and recreation space. The school’s Prep to Two Learning Centre is physically separated from the main classroom complex and also serves as Community Fire Refuge should the need arise. A double relocatable</p>

classroom is utilised as a Performing Arts Centre providing quality space for performance and instrumental tuition along with visual arts displays. Our Visual Arts Program is housed in a purpose built Art Studio/Teaching Space. An Out of Hours School Care program caters for the needs of children before and after school.

The school property is bounded on the north side by Ferny Creek, approximately 100 metres from its source. The grounds are approximately 3.5 hectares of well-maintained oval and lawns and boast well established chestnut trees and towering eucalypts. This is set amongst a picturesque garden that includes various paved courtyards, basketball court and two adventure playgrounds.

The school is now the major focal point for our community, and enjoys a high level of parent participation in classroom programs, school activities and out of school activities. With a current enrolment of 220 students, Ferny Creek Primary School has a highly regarded reputation as a high performing, community centred hills school. We are a school very aware of the need to nurture and develop our students over many areas and thus set high expectations in this area. Ferny Creek Primary School caters comprehensively for individual student needs within a broad curriculum. Specialist programs are offered in Japanese, Physical Education, Performing Arts and Visual Arts, and a P-6 Integrated Curriculum that is implemented from a solid foundation underpinned by high level achievement in literacy and numeracy learning. The school operates 10 classes and caters for a number of students with disabilities. The school also has a dedicated Library/Resource Centre, an eLearning Lab, a Performing Arts Centre and a Visual Arts Centre. We also offer a Kitchen Garden Program and a Hilton Hen House Program, 'EnviroKnights' parent led student group to develop sustainability concepts. The school is also the site for one of only two Community Fire Refuges in the state. It has an SFO of 0.29.

We promote a 'whole school' approach to teaching and learning with a strong emphasis on literacy and numeracy. An Instructional Model supports a strategic approach to teaching Numeracy and Literacy. We have a scope and sequence in both Literacy and Numeracy, which outlines the Reading, Writing, Spelling and Mathematics instruction and direction. All staff have a uniformed approach to their instruction for student learning where an agreed practice and common language has been implemented.

Our P-2 Literacy program includes a unique Reading Improvement Program for students in Grade One and Two. In Numeracy our program provides structured learning strategies and together with the whole school Mathletics program, and Quicksmart Maths from 3-6, a comprehensive curriculum ensures success for all students at all stages of their schooling.

We have high expectations for all students and promote independence, creativity and positive relationships. Students

	<p>at all levels have access to high quality resources. Our eLearning has developed significantly over the life of this Strategic Plan and the school now runs a BYOD iPad program in Years 5 and 6, iPads and notebooks in all classrooms and a number of Macs. We also utilise a PC Lab. All classrooms and the Visual and Creative Arts Centres have interactive whiteboards. Another outstanding area throughout the school is our Arts Program, which reflects community values and keen community interest. Teaching staff and local community expertise combine to make the school a “Centre for Arts Learning” by offering weekly art and music lessons, a school choir, a recorder group, a Senior School rock band, a Senior School blues band, biennial musical productions involving every student in the school, soirees and concert performances. A large percentage of our students receive musical instrument lessons within the school day.</p>
<p>Service Standards</p>	<p>Ferny Creek Primary School fosters close links with parents and the broader school community through its commitment to open and regular communications. We commit to the active sharing of our vision and goals to ensure school community engagement in the school’s strategic plan. Ferny Creek Primary School guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. We will provide a safe and stimulating learning environment to ensure all students can achieve their full potential. We ensure that all students receive instruction that is adapted to their individual needs.</p>

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To maximise the learning growth of every student in the English domains of Writing and Spelling and all domains of Mathematics.	<ul style="list-style-type: none"> • Increasing the percentage above expected AusVELS levels. • Increasing the percentage in the top two NAPLAN bands. • Increase the percentage achieving high growth on NAPLAN relative growth reports. • Learning growth as measured by school-based assessments. • Growth on the new Staff Opinion Survey on the dimensions of collective efficacy, collective responsibility and teacher collaboration benchmarked on 2014 outcomes could be considered. 	<ul style="list-style-type: none"> • Build teacher capacity to improve student learning through embedded professional learning with a focus on shared learning, mentoring, coaching, peer observation and feedback. • Enhance the school's capacity for distributed instructional leadership that ensures a consistent whole school approach to teaching and learning.

<p>Engagement</p>	<p>To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.</p>	<ul style="list-style-type: none"> • Increasing the percentage above expected AusVELS levels. • Increasing the percentage in the top two NAPLAN bands. • Increase the percentage achieving high growth on NAPLAN relative growth reports. • Increased level of learning growth as measured by school-based assessments. • Growth on the new Staff Opinion Survey on the dimensions of collective efficacy, collective responsibility and teacher collaboration benchmarked on 2014 outcomes could be considered. 	<ul style="list-style-type: none"> • Develop student voice opportunities that empower students as contributing citizens. • Embed the use of eLearning across all levels using both existing and new technologies. • Build a shared understanding of what effective feedback – student, teacher and peer – looks like at Ferny Creek PS.
--------------------------	--	---	--

Wellbeing	To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.	<ul style="list-style-type: none"> • Based on 2014 benchmarks improve Attitudes to School Survey variable means for student morale, school and peer connectedness, classroom behaviour, student safety and teacher empathy. • Based on 2014 benchmarks Improvement of parent survey variables including: peer connectedness, student safety, social skills and classroom behaviour. • Based on 2014 benchmarks improve and/or sustain staff opinion survey variables including: parent and community involvement and collective responsibility 	<ul style="list-style-type: none"> • Review and refine current school programs and processes designed to enhance student wellbeing. • Build strategies to strengthen positive relationships and communication to enhance both home/school partnerships.
Productivity	Optimise the allocation of resources (human, financial, time, space and materials) to maximise the learning outcomes for all students.	<ul style="list-style-type: none"> • Based on 2014 benchmarks, improve staff Opinion in the areas of School Climate (trust in parents and students, parent and community involvement) and School Leadership (parent and community involvement and visibility). • Based on 2014 benchmarks, improve Parent Opinion surveys in the areas of Approachability, Parent Input general Satisfaction and School connectedness. 	<ul style="list-style-type: none"> • Manage and align resource allocation according to school goals and priorities and identified student needs.

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement <ul style="list-style-type: none"> • Build teacher capacity to improve student learning through embedded professional learning with a focus on shared learning, mentoring, coaching, peer observation and feedback. • Enhance the school’s capacity for distributed instructional leadership that ensures a consistent whole school approach to teaching and learning. 	Year 1	<ul style="list-style-type: none"> ▪ Develop Professional Learning Plans for all teachers that demonstrate SMART goal setting directly related to the Goals in the school’s Annual Implementation Plan. ▪ Develop a process that allows for consistency and whole school alignment, across years levels and through key curriculum areas, in all Professional Learning Teams. ▪ Develop a Peer Observation and Feedback program that provides for genuine giving and receiving of feedback. ▪ Ensure leading teachers are resourced to allow for coaching and/or mentoring across years levels and through key curriculum areas. 	<ul style="list-style-type: none"> ▪ PLPs for all teachers completed, documented, and saved on school intranet. ▪ Completion and recording of mid and end Cycle discussions with all teachers. ▪ Weekly and term planners maintained on school intranet demonstrate consistency to the aims of the AIP. ▪ Weekly PLT’s and team meetings are established and recorded, demonstrating data analysis, planning and delivery of a differentiated curriculum. ▪ Agreed non-negotiable documents in Student Well-Being, Curriculum Practice and School Administration recorded and minuted. ▪ Peer Program developed and recorded. Leadership meeting minutes reflect that regular observation and feedback sessions are being held. ▪ Timetable demonstrates times available for coaching/mentoring. ▪ Leadership meeting minutes records of coaching/mentoring sessions.
	Year 2	<ul style="list-style-type: none"> ▪ Maintain improvement in Professional Learning Plans for all teachers that demonstrate SMART goal setting directly related to the Goals in the school’s Annual Implementation Plan. 	<ul style="list-style-type: none"> ▪ PLPs for all teachers completed, documented, and saved on school intranet. ▪ Completion and recording of mid and end Cycle discussions with all teachers.

		<ul style="list-style-type: none"> ▪ Maintain focus in improving consistency and whole school alignment, across year levels and through key curriculum areas, in all Professional Learning Teams. ▪ Review and improve Peer Observation and Feedback program that provides for genuine giving and receiving of feedback. ▪ Continue to ensure leading teachers are resourced to allow for coaching and/or mentoring across years levels and through key curriculum areas. 	<ul style="list-style-type: none"> ▪ Weekly and term planners maintained on school intranet demonstrate consistency to the aims of the AIP. ▪ Weekly PLT's and team meetings are established and recorded, demonstrating data analysis, planning and delivery of a differentiated curriculum. ▪ Agreed non-negotiable documents in Student Well-Being, Curriculum Practice and School Administration recorded and minuted. ▪ Peer Program undertaken across all four terms and recorded. Leadership meeting minutes reflect that regular observation and feedback sessions are being held. ▪ Timetable demonstrates times available for coaching/mentoring. ▪ Leadership meeting minutes records of coaching/mentoring sessions.
	Year 3	<ul style="list-style-type: none"> ▪ Review 	
	Year 4	<ul style="list-style-type: none"> ▪ Review 	

<p>Engagement</p> <ul style="list-style-type: none"> • Build a shared understanding of what effective feedback – student, teacher and peer – looks like at Ferny Creek PS. • Embed the use of eLearning across all levels using both existing and new 	Year 1	<ul style="list-style-type: none"> ▪ Develop a uniform student portfolio program, which includes assessment, as, of and for learning. ▪ Include student voice in the school's term 2 and term 3 Parent/student/teacher conferences. 	<ul style="list-style-type: none"> ▪ Documented evidence of our F-6 Portfolio program and its guidelines. Evidence of a move to ePortfolios from 3-6. ▪ Continued improvement in student achievement and engagement scores as reflected in targets. ▪ Evidence of the three way meetings - newsletters, information sheets, teacher feedback.
--	--------	---	--

technologies.		<ul style="list-style-type: none"> ▪ Develop student opportunities for negotiated curriculum, assessment choice and student goal setting. ▪ Audit the school's current eLearning Strategies. ▪ All staff to complete the Digital Excellence Assessment, TICTAP (Teacher ICT Assessment) to plan for personal skill development. ▪ Develop a new eLearning Plan that covers both hardware/structure and curriculum inclusion. 	<ul style="list-style-type: none"> ▪ Documented as an agreed non-negotiable. ▪ Evidence of the regular use of rubrics to demonstrate as, of and for learning ▪ Evidenced by inclusion in teacher term and weekly programs. ▪ New documented eLearning Scope and Sequence included in curriculum non-negotiable document at beginning of year, and uploaded to school network. ▪ Documented TICTAP results for all teaching staff and PL undertaken as a result. ▪ Completed DET ICT Plan and documented school plan. ▪ Scope and Sequence completed and on school network.
	Year 2	<ul style="list-style-type: none"> ▪ Review our student portfolio program from Year 1 of SP, which includes assessment, as, of and for learning, and improve where deemed necessary. ▪ Survey parents, students and teachers about the Year 1 three way conferences and develop into a formal program. ▪ Continue to reflect upon, and develop, student opportunities for negotiated curriculum, assessment choice and student goal setting. ▪ Using the Year 1 audit, formalise the school's eLearning strategies into a non-negotiable document. ▪ Ensure all teaching staff have used their Digital Excellence Assessment, TICTAP (Teacher ICT Assessment) to plan for skill development built upon Year 1 PL. 	<ul style="list-style-type: none"> ▪ Documented evidence of our F-6 Portfolio program and its guidelines. ▪ Improved student achievement and engagement scores as reflected in targets. ▪ Documented results from surveys and any actions taken reordered in meeting minutes. ▪ Evidence of the three way meetings - newsletters, information sheets, teacher feedback. ▪ Documented as an agreed non-negotiable. ▪ Evidence of the regular use of rubrics to demonstrate as, of and for learning ▪ Evidenced by inclusion in teacher term and weekly programs. ▪ New eLearning Scope and Sequence included in curriculum non-negotiable document at beginning of year, and uploaded to school network. ▪ Documented TICTAP results for all teaching staff and PL undertaken as a result.

		<ul style="list-style-type: none"> Use new eLearning Plan that covers both hardware/structure and curriculum inclusion to maintain development of eLearning across all student levels and domains. 	<ul style="list-style-type: none"> Completed DET ICT Plan and documented school plan Scope and Sequence completed and on school network. Evidence of broad use of eLearning in term planners and weekly programs.
	Year 3	<ul style="list-style-type: none"> Review 	
	Year 4	<ul style="list-style-type: none"> Review 	

<p>Wellbeing</p> <ul style="list-style-type: none"> Develop student voice opportunities that empower students as contributing citizens. Review and refine current school programs and processes designed to enhance student wellbeing. Build strategies to strengthen positive relationships and communication to enhance both home/school partnerships. 	Year 1	<ul style="list-style-type: none"> Review the FCPS student F-6 school perception survey. Review current practices in relation to student voice across the school. Investigate and develop strategies to improve student voice. Further develop the school's Valued Start program to ensure a common school voice is in place at the beginning of each year. Continue to develop a consistent school wide strategy in line with the UDEC Restorative Practices initiative. Continue to review and reinforce the school's non-negotiables in student well-being, curriculum and teacher practice. Promote school community events through a range of media. 	<ul style="list-style-type: none"> New survey in place and completed in March and November. Results discussed , tabulated and placed on school network. Review documented and minuted in Staff meeting and Leadership Team minutes. Evidence of increased student leadership documented. Documented Valued Start program – new focus evident (New Values program and whole school picnic). Use of Sentral as a trial to recording and reviewing RP events and issues. Restorative Practices documented as an agreed non-negotiable. Evidence of proactive Restorative Practices strategies included in non-negotiables. Agreed non-negotiable documents in Student Well-Being, Curriculum Practice and School Administration recorded and minuted. Full school review of three way communication led by
--	--------	--	--

		<ul style="list-style-type: none"> ▪ Ensure the promotion of educational programs/priorities that are essential to the development of our students well-being – Valued Start, Values program, Whole School Non-Negotiables, school mantra, Restorative Practices, student leadership. ▪ Elevate well-being throughout the community by recognising and rewarding effort, resilience and the school values. 	<p>School Council.</p> <ul style="list-style-type: none"> ▪ New Web page. ▪ Adoption of Tiqbiz program. <ul style="list-style-type: none"> ▪ Evidenced in newsletter, Tiqbiz, web page and diaries. ▪ Promotions committee on School Council formed and reporting Monthly. <ul style="list-style-type: none"> ▪ Completed Valued Start Program. ▪ Communication of student achievement evident in newsletter, Tiqbiz, Web site and displays.
	Year 2	<ul style="list-style-type: none"> ▪ Maintain FCPS student F-6 school perception survey in March and November. ▪ Continue to develop high-level practices in relation to student voice across the school. ▪ Maintain the annual development of the school’s Valued Start program to ensure a common school voice is in place at the beginning of the year. ▪ Continue to develop a consistent school wide strategy in line with the UDEC Restorative Practices initiative. ▪ Continue to review and reinforce the school’s non-negotiables in student well-being, curriculum and teacher practice. ▪ Continue to promote school community events through a range of media. 	<ul style="list-style-type: none"> ▪ Survey completed in March and November. Results discussed, tabulated and placed on school network. ▪ Evidence of regular student meetings minuted and discussed in Staff meeting and Leadership Team minutes. ▪ Evidence of increased student leadership documented. ▪ Documented Valued Start program – new focus evident. ▪ Evidence in Sentral for recording and reviewing RP events and issues. ▪ Restorative Practices documented as an agreed non-negotiable. ▪ Evidence of proactive Restorative Practices strategies included in non-negotiables. ▪ Agreed non-negotiable documents in Student Well-Being, Curriculum Practice and School Administration set in place in December 2015, minuted and recored on school network. Parents informed through school newsletter. ▪ Evidence in newsletter, Tiqbiz, website, parent-teacher-

		<ul style="list-style-type: none"> ▪ Maintain a high focus on the promotion of educational programs/priorities that are essential to the development of our students well-being – Valued Start, Values program, Whole School Non-Negotiables, school mantra, Restorative Practices, student leadership. ▪ Continue to elevate well-being throughout the community by recognising and rewarding effort, resilience and the school values. 	<p>student meetings, information evenings, etc.</p> <ul style="list-style-type: none"> ▪ Evidenced in newsletter, Tiqbiz, web page and diaries. ▪ Promotions committee on School Council formed and reporting Monthly. ▪ Completed Valued Start Program for 2016. ▪ Communication of student achievement evident in newsletter, Tiqbiz, Web site and displays.
	Year 3	<ul style="list-style-type: none"> ▪ Review 	
	Year 4	<ul style="list-style-type: none"> ▪ Review 	

<p>Productivity</p> <p>Manage and align resource allocation according to school goals and priorities and identified student needs.</p>	Year 1	<ul style="list-style-type: none"> ▪ Strategically deploy teaching staff to ensure a mix of experience and diversity within teaching teams. ▪ Ensure timetables continue to privilege the needs identified for maximizing student achievement. ▪ Continue to develop our eLearning hardware and software to maintain the most up to date ICT accessibility. Implement a staged eLearning resourcing plan. ▪ Maintain and improve further the new teacher Professional Learning Plans. Use these to directly drive new Strategic Plans Goals. 	<ul style="list-style-type: none"> ▪ Staffing structure and allowed for both peer observation program and coaching from senior teachers. ▪ School timetable allowed for both peer observation program and coaching from senior teachers. ▪ Completed SIPS Plan and \$4000 grant applied for and received. ▪ Teacher Professional Learning Plans including mid cycle and end cycle discussions completed and signed off.
	Year 2	<ul style="list-style-type: none"> ▪ Maintain the strategic deployment teaching staff to ensure a mix of experience and diversity within teaching teams. ▪ Ensure timetables continue to privilege the needs identified for maximizing student achievement. ▪ Continue to develop our eLearning hardware and software to maintain the most up to date ICT accessibility. ▪ Maintain and improve further the new teacher Professional Learning Plans. Use these to directly drive new Strategic Plans Goals. 	<ul style="list-style-type: none"> ▪ Staffing structure and allowed for both peer observation program and coaching from senior teachers. ▪ School timetable allowed for both peer observation program and coaching from senior teachers. ▪ Year 2 of Completed SIPS Plan completed. ▪ Teacher Professional Learning Plans including mid cycle and end cycle discussions completed and signed off.
	Year 3	Review	
	Year 4	Review	

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Matthew Coyle</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Kate Whyman</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>