
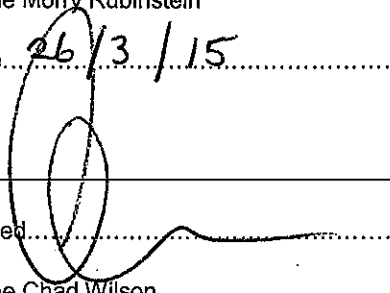



School Strategic Plan for Frankston Primary School South Eastern region 2015 - 2018

<p>Endorsement by School Principal</p>	<p>Signed..... </p> <p>Name Morry Rubinstein</p> <p>Date..... 26/3/15</p>
<p>Endorsement by School Council</p>	<p>Signed..... </p> <p>Name Chad Wilson</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... </p> <p>Name John Allman</p> <p>Date..... 24/3/15</p>

The *Education Training and Reform Act 2006* section 2.3.24 states schools must have a system of governance that enables a school to develop a strategic direction. The school council president therefore must sign the plan.

School Profile

<p>Purpose – including vision statement</p> <p><i>VRQA minimum standard for School Governance – Philosophy</i></p> <p><i>Education Training and Reform Act. 2006 - Sch. 2, 16 School's philosophy</i></p>	<p>At Frankston Primary School we strive for educational excellence and promote learning as a lifelong process. In an environment of mutual trust, care, respect and responsibility, we take pride in ourselves and our school, developing confident members of a diverse local and global community. We inspire our students to be confident and responsible members of society.</p> <p>Our philosophy is firmly based on the belief that within a stimulating and caring environment, individual needs can be met to enable all students to reach their potential and that optimum development depends on self-confidence and self-esteem, cooperation with and consideration for others and an increasing capacity for self-reliance.</p> <p>In providing an outstanding curriculum, we are committed to the recognition of the individual. We believe that a positive attitude towards learning is pivotal to success, and that accommodation of diverse styles of learning and acknowledgement of prior learning must underpin all successful curriculum planning. We are therefore committed to creating positive classroom climates, in which students are encouraged to take increasing responsibility for their own learning as they progress throughout the school, and in which risk-taking is encouraged in the pursuit of personal excellence.</p> <p>At all times great emphasis is placed on building relationships amongst students, between teachers and students, and with parents and caregivers of our students.</p>
<p>Values</p>	<p>The following five core values are considered the most important in our school community</p> <p>Respect Honesty Confidence Responsibility Self-Discipline</p> <p>The school provides opportunities and experiences which enable these values to be acquired. The values of our school embrace the following foundations and are used to support our students in becoming positive citizens within their community.</p> <p>Getting Along - Social Responsibility, Playing by the rules, Thinking first, Being tolerant of others Organisation - Planning my Time, Setting Goals Persistence - Working Tough, Giving Effort, I Can Do It Confidence - Being Independent, Taking Risks, Accepting Myself Resilience - Emotional Resilience</p>

Environmental Context

Frankston Primary School was established in 1874 and currently has an enrolment of 275 students. The school is located adjacent to the Frankston business district and its recreational and community facilities. This location provides ready access to many services conducive to authentic educational learning opportunities.

Frankston Primary School provides a comprehensive curriculum which encompasses all learning areas at all stages of learning. We are committed to creating positive classroom environments in which students are encouraged to take increasing responsibility for their own learning as they progress throughout the school, in the pursuit of personal excellence. We have a strong belief in personalising our programs to cater for each student at their specific point of need. We continually maintain a strong focus on Literacy and Numeracy in which our students are challenged and extended in order to achieve high quality learning outcomes. We offer a broad program which includes all curriculum areas. We offer specialist programs in Japanese, Performing Arts, a strong Physical Education and Visual Arts program. At present we have 16.4 equivalent full time teaching staff and 8 support staff.

We are proud of our strong sense of community in which parents, teachers and students are equally valued and acknowledged. This is reflected in outstanding results in the Student Attitudes Survey.

The school has outstanding facilities to complement our education including our Early Learning Centre for our Prep students, our newly built open learning module that houses our art room and computer lab, a wonderful multipurpose hall and some large modern classrooms.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Achievement	To improve student outcomes in Literacy and Numeracy from P-6.	90% of students performing at or above expected levels in Literacy and Numeracy. To have at least 80% of students achieving in the medium - high relative growth category and for 30% of students to achieve high relative growth in NAPLAN	Make effective use of data to inform the point of need learning for students, including effective planning and assessment. To embed a whole school approach to the teaching of spelling that complements current literacy initiatives.
Engagement	To empower students to become independent and confident in their own learning, utilising a personalised learning approach.	A consistent rate of growth throughout the school with students working at or above expected level, verified through the use of triangulated data. (Average growth of 1.0 AusVels level for all students, averaged across the cohort.) For students to maintain their high level of connectedness (4.6%) to school.	To continue to learn new techniques through professional learning opportunities to further develop personalised learning. Implement a successful ICT program in order to (i) broaden the ways in which students learn and (ii) improve student engagement.
Wellbeing	To strengthen FPS as a school that provides a safe supportive, orderly, inclusive and stimulating environment for the school community.	Student survey - connectedness to peers and connectedness to school. (Target 90%) Parent survey –general satisfaction and school connectedness to remain above state mean and approaching or in the fourth quartile Aggregate student absences equal to or below state mean prep to 6.	Continuation of "Every day counts" program with positive reinforcement for children / classes who have consistent attendance. Promotion of the vision and values of FPS as a welcoming and supportive learning community.

<p>Productivity</p>	<p>To align the school's human, physical and financial resources with the schools strategic intent.</p>	<p>To demonstrate the effective allocation of the schools budget within the guidelines of the SRP for human, physical and educational resources</p>	<p>Identify and develop leadership capacities and roles within the school. Ensure adequate allocation of the school's budget to priority areas such as ICT and PD Maximising staffing budget to maintain quality levels of teaching and learning. Continue to develop a master plan for ICT to determine priorities.</p>
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School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Achievement</p> <p>Make effective use of data to inform the point of need learning for students, including effective planning and assessment.</p>	Year 1	<ul style="list-style-type: none"> • Investigate various data packages available and currently being used in other schools. • Visit schools to see how each of these particular packages is utilised. • Set up appointments with company representatives to present packages to Principal / AP / Senior staff • Select appropriate package and introduce to staff, PD / presentation for whole staff • Initial implementation and trial of Data package 	<ul style="list-style-type: none"> • Initial implementation and trial of Data package
	Year 2	<ul style="list-style-type: none"> • All teachers begin using Data Package to keep information related to student achievement in order to inform them of point of need learning and effective planning and assessment • Further Professional Development for staff on reading data and its implications for classroom teaching 	<ul style="list-style-type: none"> • Implementation of Data Package • Identify students at risk and ensure effective tracking from one year to the next.
	Year 3	<ul style="list-style-type: none"> • Full implementation of Data Package used throughout the school to inform teachers of point of need learning and effective planning and assessment 	<ul style="list-style-type: none"> • Full implementation of Data Package used throughout the school • Teachers use of data to construct point of need learning and effective planning and assessment
	Year 4	<ul style="list-style-type: none"> • Full implementation of Data Package used throughout the school to inform teachers of point of need learning and effective planning and assessment 	<ul style="list-style-type: none"> • Full implementation of Data Package used throughout the school • Teachers use of data to construct point of need learning and effective planning and assessment

<p>Achievement</p> <p>To embed a whole school approach to the teaching of spelling that compliments current literacy initiatives.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> • Words their way - Additional PD for staff who have been to initial training day to develop their leadership capabilities to implement the program. • Induction day for staff with representative from Words their way conducting PD at school – Curriculum day • Begin implementation as a trial across the school • Monitor the connection between Words their way and outcomes in student writing in relation to spelling • Continue with whole school approach to writing based on Lisa K's writing program with Writers Workshop and Authors Chair and Writers Notebook. • Investigate alternative writing programs such as VCOP to enhance our Whole School Writing approach • Review literacy and numeracy planners. 	<ul style="list-style-type: none"> • Curriculum Day May 25th for whole staff • Trial of the program in all classes • Evaluation of the trial • Evaluation of writing with regards to improvement in spelling
	<p>Year 2</p>	<ul style="list-style-type: none"> • Implementation of Words Their Way across school with further PD as required for staff • Analysis of data to review student outcomes in relation to writing and spelling • Implement literacy and Numeracy planners 	<ul style="list-style-type: none"> • WTW, Full implementation across all classes • Data presentation at end of year to demonstrate improvement in Spelling and Writing
	<p>Year 3</p>	<ul style="list-style-type: none"> • Full implementation of Words Their Way across school with further PD as required for staff • Continued monitoring of data to assess the effectiveness of the program in conjunction with the Whole school approach to Writing. 	<ul style="list-style-type: none"> • WTW established across the school • Data presentation at end of year to demonstrate improvement in Spelling and Writing
	<p>Year 4</p>	<ul style="list-style-type: none"> • Full implementation of Words Their Way across school 	<ul style="list-style-type: none"> • WTW established across the school

<p>Engagement</p> <p>To continue to learn new techniques through professional learning opportunities to further develop personalised learning.</p>	<p>Year 1</p> <ul style="list-style-type: none"> Continue to provide Professional Development opportunities for staff to further develop personalised learning techniques. This would include (i) attending out of school PD, (ii) Visits to various schools for observation, (iii) collegiate discussion with staff. Revisit the FPS personalised learning matrix in staff PD sessions to ensure the continuation of personalised learning approaches. Ensure collaboration between staff following PD to keep up with new ideas/strategies to improve engagement. Allow time at staff meetings to present. Continue to develop effective use of data to assist and cater for students at their point of need. Teachers share successes in this area during staff PD meetings. 	<ul style="list-style-type: none"> Staff attending PD and reporting back / sharing and implementing new strategies Staff demonstrating a strong team commitment to personalised learning approaches Staff implementing personalised approaches to teaching and learning and catering effectively for students at their particular point of need
<p>Year 2</p>	<ul style="list-style-type: none"> Continue to provide Professional Development opportunities for staff to further develop personalised learning techniques. This would include (i) attending out of school PD, (ii) Visits to various schools for observation, (iii) collegiate discussion with staff. Ensure continual collaboration and sharing among staff 	<ul style="list-style-type: none"> Staff attending PD and reporting back / sharing and implementing new strategies Staff demonstrating a strong team commitment to personalised learning approaches Staff implementing personalised approaches to teaching and learning and catering effectively for students at their particular point of need
<p>Year 3</p>	<ul style="list-style-type: none"> Continue to provide Professional Development opportunities for staff to further develop personalised learning techniques. This would include (i) attending out of school PD, (ii) Visits to various schools for observation, (iii) collegiate discussion with staff. Ensure continual collaboration and sharing among staff 	<ul style="list-style-type: none"> Staff attending PD and reporting back / sharing and implementing new strategies Staff demonstrating a strong team commitment to personalised learning approaches Staff implementing personalised approaches to teaching and learning and catering effectively for students at their particular point of need
<p>Year 4</p>	<ul style="list-style-type: none"> Discuss / Document and collect evidence of personalised learning practices at FPS. Evaluate the increase in student learning 	<ul style="list-style-type: none"> Evaluation of personalised learning practices at FPS to include evaluation of student learning data

		data and the connection between the implementation of personalised learning across the school	
<p>Engagement</p> <p>Implement a successful ICT program in order to (i) broaden the ways in which students learn and (ii) improve student engagement.</p>	Year 1	<ul style="list-style-type: none"> • Whole school audit of how we are using ICT programs throughout the school with a view to developing a scope and sequence plan for ICT for prep – 6 • Identifying skills that students need for ICT to incorporate into the plan • Develop an ICT learning plan • Develop a safety plan to include care of IT equipment and Personal safety such as cyber safety 	<ul style="list-style-type: none"> • Scope and sequence plan for ICT for prep – 6 to include an ICT learning plan, incorporating sequential programs, skills and Safety Plan • FPS sequential plan for programs used throughout the school
	Year 2	<ul style="list-style-type: none"> • Implementation of ICT Learning plan including scope and sequence plan of programs and skills and Safety Plan 	<ul style="list-style-type: none"> • Successful Implementation of ICT learning plan as a working document in first year of implementation
	Year 3	<ul style="list-style-type: none"> • Full implementation of ICT Learning plan including scope and sequence plan of programs and skills and Safety Plan 	<ul style="list-style-type: none"> • Full implementation of ICT learning plan across the school
	Year 4	<ul style="list-style-type: none"> • Continued implementation of ICT Learning plan including scope and sequence plan of programs and skills and Safety Plan • Evaluation of ICT Implementation plan 	<ul style="list-style-type: none"> • Full implementation of ICT learning plan across the school • Evaluation of ICT Implementation plan

Key Improvement Strategies (KIS across the 4 outcomes areas)	Year	Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Wellbeing</p> <p>Continuation of "Every day counts" program with positive reinforcement for children / classes who have consistent attendance.</p> <p>Promotion of the vision and values of FPS as a welcoming and supportive learning community.</p>	Year 1	<ul style="list-style-type: none"> • Identify health and wellbeing issues at FPS • Develop an Engagement and Wellbeing program that caters for specific health and well-being issues that meets the needs of students at FPS • Revise the schools Vision and Values statements and promotion of these through newsletter, student presentations, assembly etc. • Identify students with high rates of absenteeism and develop and implement support strategies to manage attendance in line with the 'Every day Counts' strategies and School procedures on managing attendance 	<ul style="list-style-type: none"> • Implementation of engagement program P –2 • Implementation of engagement program 3 –6 • Implementation of whole school clubs program • Increase parent involvement in whole school engagement activities • Implementation of teacher strategies to encourage regular attendance of all students including Every day Counts awards at assembly
	Year 2	<ul style="list-style-type: none"> • Implement an Engagement and Wellbeing program • Continual promotion the schools Vision and Values statements • Implement support strategies to manage attendance in line with the 'Every day Counts' strategies and School procedures on managing attendance 	<ul style="list-style-type: none"> • Implementation of engagement program P –6 and clubs program • Increased parent involvement in whole school engagement activities • Implementation of teacher strategies to encourage regular attendance of all students including Every day Counts awards at assembly
	Year 3	<ul style="list-style-type: none"> • Full implantation of Engagement and Wellbeing program • Continual promotion the schools Vision and Values statements • Full implementation of support strategies to manage attendance in line with the 'Every day Counts' strategies and School procedures on managing attendance 	<ul style="list-style-type: none"> • Full implementation of engagement program P –6 and clubs program • Increased parent involvement in whole school engagement activities • Implementation of teacher strategies to encourage regular attendance of all students including Every day Counts awards at assembly
	Year 4	<ul style="list-style-type: none"> • Full implantation of Engagement and Wellbeing program 	<ul style="list-style-type: none"> • Full implementation of engagement program P –6 and clubs program

		<ul style="list-style-type: none"> • Continual promotion the schools Vision and Values statements • Full implementation of support strategies to manage attendance in line with the 'Every day Counts' strategies and School procedures on managing attendance • Conduct Evaluation of Wellbeing program and strategies 	<ul style="list-style-type: none"> • Increased parent involvement in whole school engagement activities • Implementation of teacher strategies to encourage regular attendance of all students including Every day Counts awards at assembly • Evaluation of wellbeing programs / strategies
Productivity Identify and develop leadership capacities and roles within the school.	Year 1	<ul style="list-style-type: none"> ▪ Set defined Roles and responsibilities across the school which outlines of the specific responsibilities for each role. ▪ Identify leadership potential among staff. ▪ Provide ongoing support, coaching or relevant professional development for personnel within roles • Provide mentoring for those in new roles 	FPS Roles and Responsibilities document to outline all staff roles and responsibilities Leadership potential identified and support / coaching / mentoring provided
	Year 2	<ul style="list-style-type: none"> • Build upon Roles / Responsibilities from previous year to develop leadership capacity among staff. • Provide Leadership opportunities for staff • Provide ongoing support / mentoring for all staff according to their roles and responsibilities 	FPS Roles and Responsibilities document to outline all staff roles and responsibilities Leadership opportunities provided through effective PD, support / coaching / mentoring
	Year 3	<ul style="list-style-type: none"> • Build upon Roles / Responsibilities from previous year to develop leadership capacity among staff. • Provide Leadership opportunities for staff • Provide ongoing support / mentoring for all staff according to their roles and responsibilities 	FPS Roles and Responsibilities document to outline all staff roles and responsibilities Leadership opportunities provided through effective PD, support / coaching / mentoring
	Year 4	<ul style="list-style-type: none"> • Build upon Roles / Responsibilities from previous year to develop leadership 	FPS Roles and Responsibilities document to outline all staff roles and responsibilities

		<ul style="list-style-type: none"> capacity among staff. Provide Leadership opportunities for staff Provide ongoing support / mentoring for all staff according to their roles and responsibilities Conduct evaluation of productivity goal 1 through staff survey. 	<p>Leadership opportunities provided through effective PD, support / coaching / mentoring</p> <p>Evaluation of Productivity goal "to identify and develop leadership capacities and roles within the school."</p>
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<p>Productivity</p> <p>Ensure adequate allocation of the school's budget to priority areas such as ICT and PD</p>	Year 1	<p>Develop life cycle plan for ICT equipment and implement</p> <p>Provide adequate funding for PD across the school</p> <p>Allocate PD funding to priority areas outlined in Strategic Plan</p>	<p>ICT Life Cycle plan implemented and followed</p> <p>Adequate funding allocated to PD and directed to priority areas</p>
	Year 2	<p>Continue with Life Cycle plan for ICT equipment</p> <p>Provide adequate funding for PD across the school</p> <p>Allocate PD funding to priority areas outlined in Strategic Plan</p>	<p>ICT Life Cycle plan implemented and followed</p> <p>Adequate funding allocated to PD and directed to priority areas</p>
	Year 3	<p>Continue with Life Cycle plan for ICT equipment</p> <p>Provide adequate funding for PD across the school</p> <p>Allocate PD funding to priority areas outlined in Strategic Plan</p>	<p>ICT Life Cycle plan implemented and followed</p> <p>Adequate funding allocated to PD and directed to priority areas</p>
	Year 4	<p>Continue with Life Cycle plan for ICT equipment</p> <p>Provide adequate funding for PD across the school</p> <p>Allocate PD funding to priority areas outlined in Strategic Plan</p>	<p>ICT Life Cycle plan implemented and followed</p> <p>Adequate funding allocated to PD and directed to priority areas</p>

Productivity Maximising staffing budget to maintain quality levels of teaching and learning.	Year 1	Work within the parameters of the SRP to maximise staffing in order to maintain quality levels of teaching and learning.	Staffing maximised within the parameters of the SRP
	Year 2	Work within the parameters of the SRP to maximise staffing in order to maintain quality levels of teaching and learning.	Staffing maximised within the parameters of the SRP
	Year 3	Work within the parameters of the SRP to maximise staffing in order to maintain quality levels of teaching and learning.	Staffing maximised within the parameters of the SRP
	Year 4	Work within the parameters of the SRP to maximise staffing in order to maintain quality levels of teaching and learning.	Staffing maximised within the parameters of the SRP
Productivity Continue to develop a master plan for ICT to determine priorities.	Year 1	Finalise ICT Master Plan and implement	Master Plan completed and implemented
	Year 2	Implement ICT Master Plan	Master plan implemented
	Year 3	Implement ICT Master Plan	Master plan implemented
	Year 4	Implement ICT Master Plan	Master plan implemented