

Springside P-9 College 8911: Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Rob Nicholls 21.3.2017[name] [date][name] [date]
School council: Yvonne Burgoine..... 21.3.2017[name] [date][name] [date]
Delegate of the Secretary: Tony Simpson..... [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Springside we deliver excellence. Our community works in harmony to develop creative learners who think, act and contribute positively to an ever changing world.</p>	<p>Respect Optimism Responsibility Excellence</p> <p>@ Springside we R.O.R.E.</p>	<p>Context</p> <ul style="list-style-type: none"> • Springside P-9 College is situated in the north-western suburb of Caroline Springs. • The college has over 60 nationalities and cultures represented in our student population with English being an additional language or parents not speaking any English. • The college’s SFO index and SFOE index are 0.5439 and 0.4390 respectively. • The 2016 staffing profile consisted of 64.7 EFT teaching staff and 23.1 EFT support staff. • Our relationship with the Springside kindergarten, which is located at the college, continues to develop and strengthen. School Council are the kindergarten providers and the Principal is the kindergarten licensee. <p>Challenges</p> <ul style="list-style-type: none"> • Included in the teaching staff are 20 graduate teachers in their first, second or third year of teaching. • A significant challenge for Springside has been the ongoing enrolment growth with our student population currently at 1,057, with 2017 indicative enrolments at 1,094. The growth in the Plumpton Estate has been the main contributing factor. Planning for the Taylors Hill West Secondary College in the Plumpton Estate is currently underway with the new college planned to be open at the beginning of the 2018 school year. • In 2016 the college established a student reporting investigation team. The purpose of the investigation is to research and recommend a reporting process that provides a more ongoing and meaningful indication of student progress for parents, students and teachers. • The majority of our current ICT resources are becoming obsolete and there is a desperate need to upgrade and increase our ICT resources. We also need to ensure that there is relevant professional learning planning in place to ensure that students and staff use our ICT resources effectively in our classrooms, in line with a true 21st Century learning environment. • 2012-16 Writing 5-year trend data shows a concerning dip in 2016 across all year levels. Of particular concern is the down trend at year 9. • NAPLAN Relative Growth data varies across year levels and domains, with some indicating results close to our target, while others showed higher levels of low growth than targeted. 	<p>Intent</p> <p>To ensure high within school quality & low within school variability in the quality of instruction, engagement and learning outcomes for every student.</p> <p>Rationale</p> <p>If a whole college consistent approach to curriculum planning, instruction and assessment is implemented then student learning growth in achievement and engagement will improve. Developing and embedding a true Professional Learning Community culture at Springside will include:</p> <ul style="list-style-type: none"> • true and effective collaboration at a PLT and whole school level • consistent understanding and implementation of our Springside Instructional Model and Guaranteed & Viable Curriculum • a consistent and focused use of evidence to plan for differentiated learning • a whole school and PLT-based approach to building teacher capacity and practice <p>Focus</p> <p>Excellence in teaching and learning – ‘building practice excellence’ & ‘curriculum planning and assessment’</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To ensure high levels of learning growth for every student in all curriculum areas.	Excellence in teaching and learning – ‘building practice excellence’ & ‘curriculum planning and assessment’.	Develop the college as a Professional Learning Community.	<u>NAPLAN (by 2020)</u> <ul style="list-style-type: none"> • Five-year trend data to be consistently at or above state in all domains • 90% of our students to consistently demonstrate medium or high growth in all domains on the relative gain charts and to be above the results of schools with similar characteristics • The percentages of students in the top two bands in all domains to be above the results of schools with similar characteristics, SWVR and state
		Develop and utilise a consistent and focused use of evidence to plan for differentiated learning.	<u>School-based Tier 2 and Tier 3 assessments (by 2020)</u> <ul style="list-style-type: none"> • 90% of our students to achieve at least 1 years growth and/or an effect size of at least .8 for our Tier 2 summative assessments for English and Mathematics • 90% of our students to achieve an effect size of at least 1.0 for our Tier 3 formative assessments for all domains • All students to demonstrate at least 12 months growth in our Tier 2 summative writing assessments
		A whole school evidence-based approach to writing, with a strong professional learning strategy in place to support teacher capacity and student learning outcomes and growth.	<u>Teacher judgements (by 2020)</u> <ul style="list-style-type: none"> • 90% of our students achieving at or above expected Victorian Curriculum level in reading and viewing, speaking and listening, spelling, writing and numeracy. • Teacher judgements against the Victorian Curriculum to align with our NAPLAN results and Tier 2 summative assessment evidence and Tier 3 formative assessment evidence
		Provide our families with accurate and ongoing evidence of our students’ learning progress.	<u>Survey data (by 2020)</u> <ul style="list-style-type: none"> • Attitude to School survey: ‘teacher effectiveness’ and ‘teacher empathy’ to be consistently above state • School staff survey: school climate to be above state in ‘academic focus’ and ‘teacher collaboration’ • Parent survey: ‘reporting’ and ‘learning focus’ to be consistently above state
To engender sustained student ownership of their learning.	Empowering students and building school pride. • <i>If students have ownership over their own learning, and college processes and practices encourage a positive learning environment, then learning confidence and achievement will be enhanced.</i>	Develop a learning environment and culture that actively engages and involves all students.	<u>Survey data (by 2020)</u> <ul style="list-style-type: none"> • Attitude to School survey: ‘stimulating learning’ and ‘learning confidence’ to be consistently above state • School staff survey: teaching and learning to be above state in ‘setting objectives’ and ‘effective feedback’ • Parent survey: ‘connectedness to school’, ‘stimulating learning’ and ‘student motivation’ to be consistently above state
		Increase and promote student-driven learning in the classroom, and develop more active opportunities for student voice.	Improve achievement outcomes as outlined in previous goal. Student attendance percentages P-9 to be consistently above the results of schools with similar characteristics, SWVR and state.
To optimise positive wellbeing for all students.	Continuing to enhance wellbeing and explore	Provide and sustain a safe, inclusive and inspiring learning environment	<u>Survey data (by 2020)</u>



	<p>the creative links with student engagement and achievement.</p> <p><i>• If students experience a safe and inclusive learning environment, then their resilience and wellbeing will be fostered.</i></p>	<p>enhance the college's approach to building student resilience</p>	<ul style="list-style-type: none"> • Attitude to School survey: 'student safety', 'student distress', 'student morale' and 'classroom behaviour' to be consistently above state • School staff survey: school climate to be above state in 'trust in students and parents' • Parent survey: 'classroom behaviour', 'student safety' and 'behaviour management' to be consistently above state
--	--	--	--

