

School Strategic Plan 2019-2023

Foster Primary School (6221)



Submitted for review by Melissa Phillips (School Principal) on 20 December, 2019 at 01:48 PM

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School vision	Everyone Can Learn to Learn
School values	Our Best Always
Context challenges	<p>There has been a primary school in Foster, South Gippsland, since 1872. The current site in Pioneer Street was established in 1965 and is situated in a rural environment, 30 kilometres from Wilson's Promontory National Park. Children come from a wide geographic area and the school is served by nine buses. Most parents are working parents and are based locally in farming, service provision, and professional or tourism industries.</p> <p>Building the Education Revolution (BER) funding enabled the building of a 4 classroom/resource centre in 2010. This environment facilitates flexible 21st Century teaching and learning which is supported by a range of technological devices including a 1:2 ratio of students to computers, interactive whiteboards and new, large screen TVs for interactive sessions in the BER building. The maintenance and upgrading of the older facilities is being carefully managed through the Student Resource Package (SRP) and with some assistance from departmental grants.</p> <p>There are nine composite classes, three specialist teachers and six Education Support service staff. Specialist classes are provided for Art, Music, French and the Kitchen Garden program. A dedicated Student Welfare Officer supports student wellbeing. The intervention program Toe to Toe and an oral literacy program for pre-schoolers transitioning to Prep support the school's Literacy program. The school has a distributed leadership model that supports Professional Learning Teams, Action Research Teams, a School Improvement Team and a Wellbeing Team.</p> <p>Over the review period, the enrolment has fluctuated between 215 to the current number of 219. The maintenance of enrolments is inconsistent with other local schools and may be attributable to the recent investment in community facilities in Foster such as; an Aged Residential Care and the Prom Coast Centre for Children (Kindergarten) and Day Care Centre. The majority of students do come directly from the local Kindergarten and transition to South Gippsland Secondary College.</p> <p>Connections with the community have been a priority. The Parents & Friends Group has reformed after a period of recess and has been responsible for major fundraising and community participation organising a community fete and providing ongoing support for the Kitchen Garden Program. Volunteers are integral to Foster Primary School. They are involved in reading, Learning Assistance Program (LAP), the Breakfast program and classroom and intervention Programs e.g Toe by Toe. The school is in its 7th Year of being a Stephanie Alexander Kitchen Garden school (timetabled for Grades 3-6) and this is well supported by members of the school and local community. The recent adoption of Compass as a web-based Learning Management system and Parent Portal has allowed more effective communication with parents on a daily basis. Further opportunities to utilise the system will be adopted as staff and parents become familiar with its potential.</p>

	<p>The school is also a member of the Corner Inlet Learning Alliance which enables teachers and principals' opportunities to meet regularly for professional learning and shared incursions and transitions etc. The relationship with South Gippsland Secondary College has also been strengthened and connections continue to develop.</p>
<p>Intent, rationale and focus</p>	<p>We want to use PLCs to increase learning outcomes in writing and numeracy, as our growth in these areas is well below state average, with writing sitting at 17 % and with numeracy low growth increasing from 21% to 30%. It is important to continue adding to the growth of students whether they are in the top middle or lower bands. It is hoped that, by using the improvement cycle in PLCs, essential learnings will be identified and incorporated into teacher planning and implemented in the classroom. In doing this, all students will have access to the fundamental skills required for them to move onto the next stage of their learning and will help form a guaranteed and viable curriculum.</p> <p>Student voice and agency in learning is an area of work that staff have identified as crucial for increased student motivation and engagement in their learning, however, there is a disparate understanding of what student voice and agency is. As a result, initial work in this area will be based around getting a consistent understanding of student voice and agency. Staff will then work towards developing and documenting student agency into curriculum planners. Work in this area will also help drive work around feedback and challenge. If student voice and agency is developed there will then be opportunity for student feedback and goal setting around challenge.</p>

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Goal 1	To improve student learning outcomes in writing and numeracy
Target 1.1	By 2023, increase the percentage of students in the top two bands in Year 5 NAPLAN for: <ul style="list-style-type: none">• writing from 8% to 15%• numeracy from 17% to 28%.
Target 1.2	By 2023, increase the percentage of students achieving high relative growth in NAPLAN for: <ul style="list-style-type: none">• writing from 21% to 25%• numeracy from 19% to 25%.
Target 1.3	By 2023, the percentage of students achieving six months or more ahead of expected level as evidenced by teacher judgement will increase for: <ul style="list-style-type: none">• writing from 17% to 25%• numeracy from 32% to 38% (to be finalised)
Key Improvement Strategy 1.a Curriculum planning and assessment	Development and implementation of a guaranteed and viable curriculum including agreed essential learnings
Key Improvement Strategy 1.b	Embed the implementation and monitoring of professional learning community practice

Building practice excellence	
Goal 2	To increase student voice and agency in learning
Target 2.1	By 2023, AToSS percentage positive response will increase for : <ul style="list-style-type: none"> • <i>Student Voice and Agency</i> from 82% to 86% • <i>Self-regulation and Goal Setting</i> from 86% to 90%.
Target 2.2	By 2023, POS percentage positive response for <i>Student Agency and Voice</i> will increase from 72% to 80%.
Target 2.3	By 2023, the staff survey percentage positive endorsement will increase for: <ul style="list-style-type: none"> • <i>Use Student Feedback to Improve Practice</i> from 83.3% to 90% • <i>Seek Feedback to Improve Practice</i> from 75% to 85%
Key Improvement Strategy 2.a Empowering students and building school pride	Build a common learning language for teachers and students to articulate and collaboratively reflect on learning
Key Improvement Strategy 2.b Empowering students and building school pride	Build the capacity of teachers to develop student agency
Key Improvement Strategy 2.c	Develop the tools and skills of students to self-regulate and monitor their learning

Intellectual engagement and self-awareness	
Goal 3	To increase student motivation and engagement in their learning
Target 3.1	By 2023, AToSS percentage positive response will increase for: <ul style="list-style-type: none"> • <i>Motivation and Interest</i> from 84% to 90% • <i>Sense of Confidence</i> from 83% to 87%
Target 3.2	By 2023, the percentage positive response on the POS will increase for: <ul style="list-style-type: none"> • <i>Student Motivation and Support</i> from 67% to 85% • <i>Stimulating Learning Environment</i> from 74% to 85%.
Target 3.3	By 2023, attendance will improve such that absence rates per FTE student will decrease from 16.74 days to 15.00 days.
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Define and consistently embed agreed pedagogical practices
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop and implement quality feedback loops to support learning of students and teachers
Key Improvement Strategy 3.c	Build the capacity of teachers to provide students with point-of-need, high quality learning tasks

Evidence-based high-impact teaching strategies