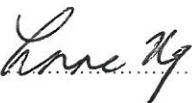


School Strategic Plan for UPWEY SOUTH PS 4894 2014-2017

Endorsements

Endorsement by School Principal	Signed..... Name: Anne Ng Date: 10 December 2014
Endorsement by School Council	Signed..... Name: Chris Wanless Date: 10 December 2014 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

Purpose	Upwey South Primary School aims to bring out the best in our students and help them to achieve their full potential. Our vision is to create confident and resilient students who are well prepared for the future. The school strives to provide an education that meets the individual learning needs of each student and helps them to succeed. The school is a learning community that works together to provide safe, engaging and challenging environments where our students develop life skills while also developing confidence in their academic, artistic and sporting abilities. We acknowledge the broad range of aspirations within our local community and celebrate and respect diversity. We promote a 'whole school' approach to teaching and learning with a strong emphasis on literacy and numeracy. We provide intervention and extension opportunities for students at their identified point of need. We have high expectations for all students and promote independence, creativity and positive relationships. Our school has an agreed whole school approach to student management and wellbeing. The following pedagogical principles support the achievement of our vision: ▪ The child is at the center of all learning. ▪ High expectations are held for and by the learning community and all members within it. ▪ Engagement will be facilitated through promoting thinking, active inquiry and relevant learning. ▪ Diverse learning styles will be catered for and supported through use of a wide range of teaching strategies and learning technologies. ▪ Relationships are the key foundation to developing effective engagement with all members of the community. Upwey South Primary School is committed to ongoing improvement based on the Effective Schools Model. We aim for excellence, alignment and consistency across our school. Our school leadership, our staff team and our school community are all working together to build a strong and vibrant teaching and learning environment for both the current and future students of our school.
Values	A priority at our school is the personal wellbeing and development of our students. We support the development of the whole child. Our agreed values of Respect, Responsibility and Resilience are at the core of everything we do and a strong culture of care and support exists within the school. Our school fosters respect for both self and others and aims to build individual resilience. We promote active participation in decision-making at all levels of the school's operation. Students, staff, parents and carers all have a voice at our school and we promote a culture of inclusion and belonging at all levels. We recognise the key role that parents and carers play in a child's learning. This partnership gives our children the support they need to achieve their best. We want to ensure that our children have the skills and knowledge they will need to become confident, creative and successful global citizens in a rapidly changing world. We value our involvement in the International School to School Experience program (ISSE) which promotes intercultural

	understanding, acceptance and friendship. Our teaching and learning programs aim for excellence and for the best possible personal achievement for all students. We celebrate and share individual, group and whole school effort and achievement. Upwey South is proud of its rich history and its unique environment in the Dandenong Ranges. The school celebrated its 50th Birthday in 2014 and recognised the valued contributions made by past school communities. The heritage Forest Park homestead is located within our school grounds. Built in the 1880s and purchased by DEECD in 1980, Forest Park is an integral part of the school's history. Our junior students play under the giant oak trees that were part of the extensive Forest Park property and we use the house for our OSHC and Vacation program. The school enjoys a strong sense of community and the mutually supportive partnerships between students, parents and staff are a key feature of the school. There is a low level of cultural diversity at Upwey South and the school's 2014 SFO was 0.33. We value the time and work of volunteers who support our teaching and learning programs. The demographics of the local area indicate a slow but steady growth in our student population. The current enrolment is 252. It is hoped that throughout the period of this Strategic Plan that our enrolment level increases as we have the capacity to easily cater for 300 students.
Environmental Context	
Service Standards	Our school is committed to providing the best possible learning environments and education for each and every student. We aim to achieve this through: • A whole school commitment to open, regular and respectful communications. ▪ High expectations for all members of our school community. • Sharing our vision and goals to ensure school community support of the school's strategic plan. • Ensuring that all students have access to a broad, balanced and flexible curriculum. • Including skills for learning and for life at all levels. • Providing a safe and stimulating learning environment that supports all students to achieve their full potential. • Instruction that is adapted to the individual needs of students. • Responding to all communication by parents and carers in a timely manner. • Implementing an agreed whole school approach to student wellbeing. • Engaging the support of parents and carers in their child's behaviour and their learning • Providing timely and targeted feedback to students. ▪ School community consultation, newsletters, meetings and forums. ▪ Relevant staff professional development and induction processes. ▪ High quality curriculum development and collaboration by all staff members ▪ Increasing community awareness of parent and family support structures • Forging mutually supportive links with parents, carers and the broader school community

Strategic Direction

	Goals	Key Improvement Strategies	Targets
Achievement	To improve student learning outcomes in all areas of the curriculum.	1. Document and implement a consistent whole school approach to teaching and learning. 2. Embed a consistent whole school approach to assessment and tracking student progress that informs planning for each student's learning growth. 3. Build teacher capacity through collaborative teamwork, shared professional learning, peer observations and collective accountability. 4. Develop the school's capacity for strong and distributed leadership.	Teacher judgements -Increase the percentage above expected AusVELS levels -One year's growth for all students each year NAPLAN -Increase the proportion in the top two NAP bands; - Decrease the proportion in the lower two bands; -Increase the percentage of students achieving high growth on NAPLAN relative growth assessments; Staff survey results – to reach the 67th percentile in collective efficacy, collective responsibility, academic emphasis and collective focus on student learning. Improved parent opinion survey in all variables related to student learning.
Engagement	To deepen student engagement in their learning	1. Plan curriculum to stimulate interest and curiosity and to connect learning to the real world. 2. Embed the use of ICT across and between all levels using both existing and new technologies.	Attitudes to School Survey variable means including stimulating learning, teacher effectiveness and school Connectedness and teacher empathy in the 3rd quartile. Decrease the mean F-6 for average days absent per year.

			3. Build student leadership across the school.	A comprehensive Student Leadership Program implemented in Year 5-6 as well as increased opportunities for leadership at other levels.
Wellbeing	To build student resilience, responsibility and respect.		1. Review current school strategies and programs designed to enhance student wellbeing and implement a consistent approach across the school. 2. Consistently implement the school-wide behaviour management policy. 3. Strengthen communication and build positive partnerships with parents and the wider community.	Attitudes to School Survey variable means including connectedness to school and peers, classroom behaviour and safety in the 3rd quartile. Parent Opinion survey means including behaviour management and student engagement variables improved by at least one quartile measure.
Productivity	To optimise the allocations of resources to improve learning outcomes for students.		1. Annually review the allocations of resources (human, financial, time, space and materials) and their impact on student learning outcomes. 2. Refine, align and implement agreed recommendations	Staff and Parent Opinion Survey Measures: improved level of teacher satisfaction with professional growth and parent satisfaction with school improvement. Improved AusVELS Achievement Improved level of ICT infrastructure across the school

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones
Achievement	Year 1	An aligned USPS Inquiry Curriculum implemented at all levels Agreed whole school approach to the teaching of spelling documented and implemented Agreement reached on a consistent whole school approach to assessment and tracking student progress and reporting to parents An effective Peer Collaboration Program in place that has the support of all staff Regular shared professional learning within the school, the DRN network and beyond and explore other possibilities system wide Promotion of online learning opportunities and high quality PL Program within the school using consultants as well as the expertise of the USPS staff team. Assistant Principal appointment	USPS Inquiry Curriculum implemented at all levels and students more accountable for their own learning. There is a consistent and aligned approach to the teaching of spelling within and across all levels Whole school approach to assessment and tracking student progress in place and effectively used by all staff A rigorous, aligned effective P&D Process in place and positive anecdotal feedback from staff Individual PD records show increased level of attendance at DRN and online PL An effective, aligned and distributed leadership structure in place.
	Year 2	Actions to be determined in Term 4 2015	Achievement milestones to be determined in Term 4 2015
	Year 3	Actions to be determined in Term 4 2016	Achievement milestones to be determined in Term 4 2016
	Year 1	English, Maths, Inquiry and specialist programs implemented that aim to improve the level of student engagement The strategic ICT Plan further developed and implemented, supported by staff PL Increase the availability of ICT for staff and students at all levels using both existing and new technologies including a new Lab and more	Attitudes to School Survey variable means including stimulating learning, teacher effectiveness and school connectedness all in at least the 3rd quartile. Decrease the mean F-6 for average days absent per year by at least 2 days ICT supporting student learning at all levels. Increased level of student access to Mathematics at home.

		iPads in Level 5-6. Further promote Mathletics at all levels. Build student leadership across the school through the development of high quality student leadership programs and other opportunities, particularly in year 5-6	School generated Student Survey that includes feedback on student leadership
	Year 2	Actions to be determined in Term 4 2015	Achievement milestones to be determined in Term 4 2015
	Year 3	Actions to be determined in Term 4 2016	Achievement milestones to be determined in Term 4 2016
	Year 1	Review current school strategies and programs designed to enhance student wellbeing and implement a consistent approach across the school. Consistently implement the school-wide behaviour management policy. Strengthen communication and build positive partnerships with parents and the wider community.	Attitudes to School Survey variable means including connectedness to school and peers, classroom behaviour and safety in the 3rd quartile. Parent Opinion survey means including behaviour management and student engagement variables improved by at least one quartile measure.
Productivity	Year 2	Actions to be determined in Term 4 2015	Achievement milestones to be determined in Term 4 2015
	Year 3	Actions to be determined in Term 4 2016	Achievement milestones to be determined in Term 4 2016
	Year 1	Ensure that the allocations of resources (human, financial, time, space and materials) are designed to have a positive impact on student learning outcomes. Align confirmed budgets to the Achievement, Wellbeing and Engagement improvement strategies and 2015 actions. Structure the 2015 workforce plan to enable a higher level of student support and extension in Years 1-2 and from 3-6.	Parent Opinion Survey: Parent satisfaction with school improvement at least in the second quartile Improved AusVELS growth for all students by at least one year and NAPLAN achievement above national minimum standard Improved level of ICT infrastructure across the school
	Year 2	Actions to be determined in Term 4 2015	Achievement milestones to be determined in Term 4 2015
	Year 3	Actions to be determined in Term 4 2016	Achievement milestones to be determined in Term 4 2016