

Ferntree Gully North Primary School



School Strategic Plan 2023-2027

**Ferntree Gully North Primary School
(4718)**

Submitted for review by Priscilla Barrot (School Principal) on 30 October, 2023 at 05:04 PM

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School Strategic Plan - 2023-2027

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School vision	<p>Our learning community is founded on an educational philosophy centred on the whole child and grounded in the belief that all students can learn and have the right to be challenged to fulfil their potential as life-long learners</p> <p>Our vision is to provide an approach to educating students encompassing academic, social and emotional growth.</p>
School values	<p>At Ferntree Gully North Primary School, we strive to provide educational excellence through quality teaching and learning that stimulates curiosity and promotes further investigation. We promote and encourage the social, emotional, physical and intellectual development of all children. Our children are encouraged in a warm and friendly environment, to grow and become active and responsible members of the community. We set high expectations for student achievement and behaviour and communicate clear learning intentions and success criteria. Our children develop an understanding of what is expected to achieve success. By providing a differentiated curriculum our teachers cater learning tasks to suit individual needs, allowing all children to achieve. We prepare our children with the skills to succeed in this ever-changing world and actively encourage our children to broaden their horizons to develop competent global citizens.</p> <p>The core values at Ferntree Gully North Primary School are:</p> <p>Excellence: Developing and maintain high expectations of the whole school community to support them in pursuing their personal best,</p> <p>Respect: Being kind to ourselves and treating others as we would like to be treated,</p> <p>Resilience: Being brave by participating in challenges and learning from our mistakes,</p> <p>Integrity: Having the strength to be honest and standing up for our principles.</p>
Context challenges	<p>Ferntree Gully North Primary School is located in Ferntree Gully, approximately 40 kilometres east of Melbourne's Central Business District. The school was founded in 1954.</p> <p>The school has a main administration block, three permanent classroom areas, and three sets of relocatable classrooms. Additional features of the school's buildings include a library, purpose-built dance studio/performing arts room and Art room. The school grounds include a school oval, synthetic turf area, covered basketball court area, four playgrounds and a nature track. The school has an Enviro Centre housing chickens and contains a small garden area for growing food.</p> <p>Enrolments at the time of the review were 320 students. Our enrolments are 300 students going into 2024. The Student Family Occupation (SFO) index was 0.3171 and the Student Family Occupation Education (SFOE) index was 0.2795 in 2022.</p>

	<p>The staffing profile of Ferntree Gully North PS includes a Principal and one Assistant Principal and 21 teachers in 2024. There are 10 full and part time Education Support (ES) staff. The school provides an approved curriculum framework addressing the needs of students in all year groups. Students follow the Victorian Curriculum including the specialist subjects of Japanese, Physical Education, Performing Arts, Music, Science (STEM) and Visual Arts. The school has a Dance Academy, along with a variety of instrumental music programs. The school hosts an externally provided out of school hours care service (TheirCare) for students and their families.</p> <p>Our key challenge continues to be improving student outcomes and building achievement. Developing a viable curriculum, consistent pedagogical approaches and clear assessment paths that enable teachers to address the needs of all students are essential to ongoing success. Expanding the instructional model and explicit teaching strategies will remain a focus. Literacy and numeracy are ongoing areas for development. In literacy we are concentrating on embedding our Scope and Sequence documents to offer a program to meet the needs of all students within the classroom context. In the coming years numeracy will focus on pedagogical knowledge development with the implementation of Mathematics 2.0. Formative and summative assessment practices continue to develop to enable staff to build point of need teaching opportunities within the classroom. We continue to build consistent processes and procedures across the school to scaffold learning with the use of learning intentions and success criteria. Student voice and goals continue to be areas of refinement for all classrooms. Developing and embedding a consistent and structured cycle of evidence-based curriculum planning will continue to be areas of focus across the school.</p>
<p>Intent, rationale and focus</p>	<p>Over the next four years, we will continue to develop and deliver a guaranteed, innovative and stimulating, high-quality curriculum that promotes learning growth and achievement for all our students. We will build teacher practice excellence and capacity to consistently employ evidence-based, high impact teaching strategies (HITS) based on the agreed teaching and learning framework. We will focus on embedding our school instructional model across all areas of the curriculum to enable consistent, high-quality instruction in every classroom. Using our PLC approach, we will further develop consistency and rigor in data literacy and assessment practices. This will strengthen teacher data literacy in order to target every individual student's learning needs, and also improve their ability to triangulate assessment data. Data triangulation will ensure teachers make consistent judgements to guarantee every student is supported, challenged and achieves the expected progress or above. In order to support our staff, we will continue to build the instructional leadership capacity of all in leadership roles, including the knowledge and capabilities of emerging/aspirant leaders. All leaders are enabled to lead change, contribute their full potential to school improvement efforts and further support the development of our schools' expectations and learning culture.</p> <p>We will establish a community of reflective practitioners focused on continuous school improvement by:</p> <ul style="list-style-type: none"> • Ensuring teacher practice is focused on maximising the potential of every student and through the Performance and Development processes, • Developing a strengthened culture of collaboration, shared responsibility and collective efficacy in teams and across the whole school,

- Embedding a peer observational practice program to give staff more opportunities to learn from each other, share curriculum, assessment and teaching approaches, give and receive feedback and reflect on their practice.

We will work to empower students to be more actively engaged in learning and school life. We acknowledge the fundamental importance of student voice and agency and understand the need to provide our students with opportunities to be co-partners in their learning journey. Adopting a more student-centered approach will focus on giving students authentic voice in decision making, as well as opportunities to collaborate and make decisions around what and how they learn. We will provide feedback to students about their opinions in the Attitude to School Surveys and establish student action teams to seek their input into ways to improve their school experience, for example Teacher Communication and Teacher Effectiveness. We also focus on developing our students' abilities to reflect deeply on their learning and take ownership of student-centered goals and monitor progress made through a variety of data sets. We will place a strong emphasis on developing student teacher relationships and establishing positive and inclusive learning environments for all.

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Goal 1	To ensure the achievement of high-quality educational outcomes in literacy.
Target 1.1	By 2027 increase the percentage of students in the NAPLAN Year 3 exceeding proficiency levels in reading from 10% in 2023 to 15%. (TBC)
Target 1.2	By 2027 increase the percentage of students in the NAPLAN Year 3 exceeding proficiency levels in writing from 7% in 2023 to 15%. (TBC)
Target 1.3	By 2027 increase the percentage of Year F–6 students assessed above expected level against the Victorian Curriculum (VC) Levels F–10 <ul style="list-style-type: none">• Writing will increase from 19% in 2022 to 24% or above.• Speaking and listening from 17% in 2022 to 22% or above.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build capabilities of staff to deliver evidence-based differentiated classroom practices in literacy (learning intentions, differentiated success criteria and a language of learning).
Key Improvement Strategy 1.b	Build capabilities for data analysis and understanding across the school to drive whole school improvement.

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Review and embed school processes for students setting goals and monitoring their progress in literacy.
Goal 2	To ensure the achievement of high-quality educational outcomes in numeracy
Target 2.1	By 2027 increase the percentage of students in the NAPLAN Year 3 exceeding proficiency levels in numeracy from 3% in 2023 to 10%. (TBC)
Target 2.2	By 2027 increase the percentage of students in the NAPLAN Year 5 exceeding proficiency levels in numeracy from 5% in 2023 to 10%. (TBC)
Target 2.3	By 2027 increase the percentage, of Year F–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above level in: <ul style="list-style-type: none"> • Number and algebra will increase from 34% in 2022 to 37% • Measurement and geometry 29% in 2022 to 32% • Statistics and Probability from 21% in 2022 to 24%

<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build capabilities of staff to deliver evidence based differentiated classroom practices in numeracy (learning intentions, differentiated success criteria and a language of learning)</p>
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Review and embed school processes for students setting goals and monitoring their progress in numeracy.</p>
<p>Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build capabilities of PLC leaders to lead data analysis and understanding across the school to drive whole school improvement.</p>
<p>Goal 3</p>	<p>Enhance student health, wellbeing and engagement.</p>
<p>Target 3.1</p>	<p>By 2027, the percentage of students with 30+ days absent F to Year 6 students will decrease from 32% in 2022 to at or below 28%.</p>
<p>Target 3.2</p>	<p>By 2027 the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures.</p> <ul style="list-style-type: none"> • Student voice and agency will increase from 62% in 2022 to 67% • Motivation and Interest will increase from 74% in 2022 to 79% • Sense of connectedness factor will increase from 75% in 2022 to 80%.

<p>Target 3.3</p>	<p><i>By 2027 the percentage of parents reporting positive endorsement in the following Parent Opinion Survey measures:</i></p> <ul style="list-style-type: none"> • parent community engagement domain school communication factor will increase from 55% in 2022 to 60% • parent community engagement domain parent participation and involvement factor will increase from 43% in 2022 to 55% • student cognitive engagement domain, motivation and support factor will increase from 74% in 2022 to 79%
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build student capabilities to positively influence their own learning and wellbeing outcomes.</p>
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Enhance teacher capabilities to implement High Impact Wellbeing Strategies (HIWS).</p>
<p>Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen learning partnerships through the provision of quality feedback mechanisms with all stakeholders.</p>

