Strategic Plan
2015 - 2017

"INSPIRING A PASSION FOR LEARNING"
Shelley Primary School
WELCOME TO OUR STRATEGIC PLAN 2015 - 2017

‘Building a Professional Learning Community.’

I am delighted to present our Strategic Plan for 2015-2017. This Plan is for all staff, parents and students who attend Shelley Primary School.

Our school has a clear vision and purpose. We are committed to providing a safe and supportive learning environment in which we strive to ensure that every student is a successful student and that every teacher is highly effective.

This Strategic Plan builds on the work of the Future Directions Working Party 2013 (students, teachers, parents and community members) from Shelley Primary School.

Key themes that have emerged through this consultation are Collaboration, Learning and Communication. We have been mindful of these themes when developing our new Strategic Plan.

In developing this plan, the school has considered:

- Where the school has come from;
- Where it needs to go;
- Student and teacher demographics;
- Changes to the Australian Curriculum;
- The skills and qualities our students are likely to need later in life;
- Developments in teaching and learning strategies; and
- Technological advance.

Shelley has a strong vision supported by a mission statement underpinning all that we do. To reach that vision we are working towards developing ourselves as a professional learning community. Together, we are working towards the success of our school and are excited about the future at Shelley.

Gillian Murgia  Principal
SHELLEY PRIMARY SCHOOL
‘Growing Together’ since 1975

OUR VISION
Our vision as a community, is to inspire a passion for learning.

This vision is underpinned by a professional learning community model, which is driven by the following three elements:

FOCUS ON LEARNING:
The purpose of Shelley Primary School is to ensure all students learn at high levels.

FOCUS ON COLLABORATION:
Helping all students learn requires a collaborative and collective effort.

FOCUS ON RESULTS:
To assess our effectiveness in helping all students learn we must focus on and use that evidence to improve our professional practice.

OUR MISSION
Our school community commits to providing a safe environment and a balanced and rounded education, with a focus on academic achievement where every Shelley child achieves personal success.

OUR BELIEFS
We believe optimum learning occurs when:

1. Staff work as part of a Professional Learning Community for individual and school improvement
2. Students are self-motivated and empowered by an understanding of their own learning process
3. We develop the whole child so they achieve individual success
4. The focus is on quality teaching to ensure student progress
5. Parents, staff, students and the community work together to provide a safe, positive and motivating learning environment
WHAT IS THE EVIDENCE-BASED APPROACH TO OUR PLANNING?

We espouse the goals that guide Australian Education Melbourne Declaration on Educational Goals for Young Australians as follows:

1. Shelley Primary School promotes equity and excellence
2. All Shelley Primary School students become:
   - successful learners
   - confident and creative individuals
   - active and informed citizens

In order to achieve these goals there is no more important endeavour than further improving the quality of teaching at our school. Nationally and internationally, there is evidence that the quality of the teacher is the most significant in-school factor affecting student outcomes. As such, everything that our teachers do, and that is done to support them, needs to be linked to increasing the positive impact of our student achievement.

The implementation of the vision and strategic direction of our school is informed by school effectiveness research and underpinned by an effective change management model. The critical feature of this change process is that teaching and learning are the main focal points and we will continue to improve by raising standards of professionalism and building core competence throughout our staff.

HOW WILL WE MONITOR OUR EFFECTIVENESS?

The Strategic Plan is linked to the Department of Education’s Corporate Framework including the Strategic Plan for WA Schools 2012-2015, the Director General’s Classroom First Strategy, the Progressing Classrooms First document and Focus 2015. It is also linked to the National Professional Standards for Teachers and Principals and the National Quality Standards for Early Childhood Education and Care and School Age Care.

Successful students are the centre of our school improvement. Everything we do is evaluated in relation to the impact on student learning. Our school improvement cycle has three elements; we assess data and other evidence related to student achievement and school operations; we plan improvement strategies; and we action them.

The targets and milestones contained in this plan indicate the level of progress towards achieving our three priority areas:
**SUCCESSFUL STUDENTS**

Shelley Primary School cultivates an environment in which students are motivated and challenged. Our students are encouraged to be independent, life-long learners who are responsible for their own learning. Shelley students are provided with the opportunity to achieve their personal potential.

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<th>STRATEGIC DIRECTIONS</th>
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<th>TARGETS/MILESTONES</th>
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<td>Pursuit and celebration of personal excellence.</td>
<td>Celebrate individual success in academic and non-academic achievements via assemblies, newsletters and within the classroom.</td>
<td>The biennial Student National School Opinion Survey (NSOS) results are positive.</td>
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<td>Implement differentiated curriculum to meet student needs.</td>
<td>Develop individual learning plans and monitor their effectiveness to address individual learning needs of students performing outside expected levels (above and below) based on NAPLAN results.</td>
<td>Individual Plans are monitored and improvements identified.</td>
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<td>Provide a safe, caring, inclusive learning environment.</td>
<td>Promote a diverse social context to provide opportunities for increased personal and social growth.</td>
<td>Maintain high participation in extra curricula activities (eg. River Rangers, swimming &amp; athletics training, choirs, specialist music etc.) as measured by regular, enthusiastic attendance.</td>
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<td>Foster student behaviours that contribute to a healthy lifestyle.</td>
<td>Evidence of student engagement in reflective learning practices to identify their strengths and focus areas and plan for improvement.</td>
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<td>Students adopt increasing responsibility and accountability for learning.</td>
<td>Teachers provide explicit instruction and authentic opportunities for student accountability in learning, including engagement in self-reflection and goal setting.</td>
<td>Evidence students are engaging in self-reflection and goal setting to identify their strengths and focus areas.</td>
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By the end of 2017, Shelley Primary School will have a whole school approach to quality teaching and learning, so that teachers are instructionally intelligent, resulting in improved student outcomes.

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<td>Build staff capacity to meet the diverse and changing needs of our students.</td>
<td>Provide opportunities to attend and share evidence-based professional learning. Share teacher expertise, through collaborative meetings, mentoring and coaching to encourage ongoing staff learning. Promote differentiation of curriculum delivery and student assessment. Align performance and development to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards. Provide opportunities for reflection and self-assessment against the AITSL standards. Use a whole-school approach to peer classroom observation to provide robust, professional feedback for teachers.</td>
<td>All staff self-reflect on their professional practice for continuous improvement (e.g. AITSL professional standards and evidence-based research). Classroom planning is connected to operational and strategic plans and measured via self-reflection in performance and development.</td>
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<td>Embed the Australian Curriculum in planning, teaching and assessment.</td>
<td>Continue the sequential implementation of the Australian Curriculum and ensure it is embedded in all teachers’ planning, lesson delivery and assessment within advertised timelines. Teachers develop, implement and review operational plans and assessment each year. Develop Whole School English and Mathematics Plans. Implement the educational program and practice elements of the National Quality Standard in the early years.</td>
<td>Full implementation of the Australian Curriculum Phase 1. Teaching staff work towards full implementation of Phases 2-3 as applicable (depending on advertised timelines). Teaching staff report against Phase 1 Australian Curriculum Achievement Standards in Semester 1 2015 &amp; Phase 2/3 as appropriate. ACARA general capabilities and cross-curricula priorities are evident in teaching. Progress of the Year 3 to Year 5 stable cohort from 2015-2017 NAPLAN will demonstrate positive trends in the percentage of children with moderate, high and very high progress in NAPLAN Numeracy, Reading and Writing. From 2015-2017 establish a positive trend in NAPLAN writing, spelling, reading, grammar and punctuation results from Year 3 to Year 5.</td>
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<td>Strengthen digital fluency across all year levels and learning areas, as appropriate</td>
<td>Provide opportunities for professional learning to enhance pedagogy. Promote intentional teaching to develop skill, competency and application of technologies across all year levels and all learning areas. Embed authentic connectedness between ICT and Critical and creative thinking general capabilities. Plan for sustainability of ICT to meet future needs.</td>
<td>Australian Curriculum, Assessment and Reporting Authority (ACARA) general capabilities in Information and communication technology (ICT) and critical and creative thinking are embedded in teaching and evident in student learning. Increase student access to and availability of ICT.</td>
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STRONG, SUSTAINABLE PARTNERSHIPS

By the end of 2017, Shelley Primary School will continue to develop and sustain positive and productive partnerships and collaboration with our school community so that learning outcomes of students continually improve.

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<td>Maintain and strengthen positive school-community relationships.</td>
<td>Continue to provide formal and informal involvement of our community in the identification and implementation of the future directions of Shelley Primary School. Use a range of relevant and contemporary mediums to communicate to parents. Timely and ongoing communication of relevant class, school and community events. Promote consistency of key messages. Build on current partnership initiatives.</td>
<td>The biennial Parent National School Opinion Survey (NSOS) results are positive. Survey data is analysed and actions planned and implemented to address areas of concern. Positive School Council feedback regarding school’s self-assessment and performance of school as measured by School Council meeting minutes and survey results.</td>
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<td>Honour inclusivity and diversity.</td>
<td>Develop and maintain our links with and support for local charitable, cultural and community organisations. Identify cultural considerations, as applicable, when planning learning experiences. Incorporate intercultural understandings and cross curricula priorities in learning experiences as relevant opportunities arise.</td>
<td>ACARA general capabilities and cross-curricula priorities are evident in teaching and student learning. Demonstrate inclusive practices. Provide learning experiences that celebrate diversity.</td>
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<td>Create a contemporary and purposeful environment.</td>
<td>Buildings and facilities are maintained/improved to meet the current and future needs of our school. Vigilance in health and safety across the school site is maintained. Ensure efficient, effective use of school resources.</td>
<td>Evidence of enhancements to the environment by means of planned and documented improvements.</td>
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Our Code of Conduct

LEARN
Every child has the right to learn and must respect the rights of others to learn

RESPECT
Every child will respect and care for all students, adults and property

BE SAFE
Every child will behave and play safely