

# School Strategic Plan for Coldstream Primary School No 5127 2015-2018



## Endorsements

Endorsement by School Principal	Signed..... Name: Peter Donaldson Date...21/04/15
Endorsement by School Council	Signed..... Name: Paul Pickett Date...21/04/015 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

<p><b>Purpose</b></p>	<p style="text-align: center;"><b>VISION:</b></p> <p>Our students, with their parents, will not only be engaged in their learning and maximising their potential, but also enjoying their school experience.</p> <p style="text-align: center;"><b>MISSION:</b></p> <p>Coldstream Primary School’s mission is to provide our students with the confidence, skills and understandings in an enjoyable setting which enable them to become effective and productive members of their local community and the wider society.</p> <p>Central to the achievement of this mission is a focus on:</p> <ul style="list-style-type: none"> <li>• Instilling common set of values, rules and expectations understood by all within the school community to create a safe, secure and fun learning environment for all.</li> <li>• Providing an effective, stimulating and challenging learning environment where creativity is encouraged, education is valued and achievement celebrated</li> <li>• Being your best and supporting others to be their best</li> <li>• Providing appropriate support for students and families in need</li> </ul>
<p><b>Values</b></p>	<p><i>From “The Coldstream Way” document .....</i></p> <p style="text-align: center;"><b><u>What Our School Community Values</u></b></p> <p>As a school community we focus on nine basic values. They are:</p> <ul style="list-style-type: none"> <li>○ Responsibility</li> <li>○ Freedom</li> <li>○ Respect</li> <li>○ Tolerance</li> <li>○ Honesty / Trustworthiness</li> <li>○ Care And Compassion</li> </ul>

	<ul style="list-style-type: none"> <li>○ Be Your Best</li> <li>○ Fair Go</li> <li>○ Integrity</li> </ul> <p>The values we share determine how we live and how we get on with other people. From these values we learn resilience and we learn how to live our lives and become good citizens, good friends and good family members. They help us to:</p> <ul style="list-style-type: none"> <li>□ create a safe, secure, co-operative and friendly learning atmosphere where respect for self, others, property and the natural environment is paramount</li> <li>□ promote quality lifelong learning as a way to maximize individual potential and achievement</li> <li>□ encourage our students to take responsibility for their learning, their actions and their health</li> <li>□ use teamwork to achieve common goals</li> <li>□ display honesty, trust and integrity in all of our dealings with each other</li> <li>□ promote self esteem through positive social interactions</li> <li>□ create a sense of fun at school</li> </ul>
<b>Environmental Context</b>	<p>Coldstream remains a place in transition. This rural township which saw the establishment of a small housing estate to the east of Maroondah Highway, and a sudden population explosion, has, since its zenith in the late 1980's, been experiencing a decline, not only in population but also in services and community facilities. Sales of houses in the estate have been strong in the last five years, but the lack of childcare options in Coldstream have led to many people sending their children to schools with those with whom they have attended childcare with, in Lilydale for example. As services reduce within Coldstream, more people seek these services in larger surrounding towns, weakening the community fabric.</p> <p>The school's relatively high SFO confirms it serves a community with significant needs and indeed much work has been undertaken in the last four years around student and family wellbeing and welfare. This has made the school even more central to its community as families seek assistance at the school level before seeking services outside the community.</p> <p>With a greater input from local council in the past three years leading to the development of a Structure Plan now on the table, the future of the township will be clearer. How well the plan focuses on the development of a strong sense of community will indeed have a significant effect on the school over the life of this plan.</p>
<b>Service Standards</b>	<i>General</i>

- *The school fosters close links with parents and the broader school community through its commitment to open and regular communications.*
- *The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.*
- *The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.*
- *The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.*
- *All students will receive instruction that is adapted to their individual needs.*

*Specific*

- *The school will respond to all communication by parents and caregivers within 2 working days.*
- *Parents will be engaged regularly when their child does not behave in a socially acceptable manner.*
- *Parents and student representatives will play an active part in the development and review of the school's behavior policies.*
- *All teachers will provide timely and targeted feedback to students and parents on their work and progress.*

## Strategic Direction

	Goals	Targets	Key Improvement Strategies																																						
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To improve student outcomes in literacy and numeracy.</p>	<p>Decrease the differential between average school means and average state means across a five year period for Year 5 NAPLAN to zero or above state mean.</p> <table border="1"> <thead> <tr> <th>DOMAIN</th> <th>2010-2014</th> <th>2012-2016</th> <th>2014-2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-33.4</td> <td>-17.5</td> <td>0</td> </tr> <tr> <td>Writing</td> <td>-18.7</td> <td>-10.0</td> <td>0</td> </tr> <tr> <td>Numeracy</td> <td>-30.4</td> <td>-15.0</td> <td>0</td> </tr> </tbody> </table> <p>Increase the percentage of students in the Bands 7 and 8 in Year 5 NAPLAN as follows:</p> <table border="1"> <thead> <tr> <th>DOMAIN</th> <th>2014</th> <th>2016</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>9.1%</td> <td>&gt;25%</td> <td>&gt;40%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>&gt;20%</td> <td>&gt;35%</td> </tr> <tr> <td>Numeracy</td> <td>0%</td> <td>&gt;20%</td> <td>&gt;35%</td> </tr> </tbody> </table> <p>Increase the percentage of students achieving high growth on NAPLAN relative growth reports.</p> <table border="1"> <thead> <tr> <th>DOMAIN</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>&gt;20%</td> </tr> </tbody> </table>	DOMAIN	2010-2014	2012-2016	2014-2018	Reading	-33.4	-17.5	0	Writing	-18.7	-10.0	0	Numeracy	-30.4	-15.0	0	DOMAIN	2014	2016	2018	Reading	9.1%	>25%	>40%	Writing	0%	>20%	>35%	Numeracy	0%	>20%	>35%	DOMAIN	2014	2018	Reading	0%	>20%	<p>Utilise GradeXpert to enhance teacher capacity to more accurately and efficiently utilise student performance data to reflect student progress and provide individualised programs.</p>
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<p data-bbox="188 480 371 512"><b>Engagement</b></p> <p data-bbox="188 552 595 679">Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p data-bbox="188 711 562 807">Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p data-bbox="188 839 600 967">Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p data-bbox="636 584 1032 815">To further develop a learning environment which challenges and stimulates students to “be your best”, and elicits higher levels of connectedness, motivation, confidence and stimulation.</p>	<p data-bbox="1084 512 1570 608">Improve the mean scores in the <i>Student Attitude to School Survey</i> across relevant variables.</p> <table border="1" data-bbox="1084 647 1594 823"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2016</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>4.40</td> <td>&gt;4.45</td> <td>&gt;4.50</td> </tr> <tr> <td>Student Motivation</td> <td>4.25</td> <td>&gt;4.35</td> <td>&gt;4.50</td> </tr> <tr> <td>Learning Confidence</td> <td>3.52</td> <td>&gt;3.72</td> <td>&gt;3.92</td> </tr> <tr> <td>Stimulating Learning</td> <td>3.51</td> <td>&gt;3.71</td> <td>&gt;3.91</td> </tr> </tbody> </table> <p data-bbox="1084 855 1525 919">Increased growth on the School Staff Survey on lowest scoring variables</p> <table border="1" data-bbox="1084 951 1574 1118"> <thead> <tr> <th rowspan="2">Component</th> <th colspan="2">% endorsement</th> </tr> <tr> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Collective efficacy</td> <td>60%</td> <td>&gt;75%</td> </tr> <tr> <td>Trust In Students and Parents</td> <td>47%</td> <td>&gt;65%</td> </tr> <tr> <td>Academic Emphasis</td> <td>48%</td> <td>&gt;65%</td> </tr> </tbody> </table>	Factor Name	2014	2016	2018	School Connectedness	4.40	>4.45	>4.50	Student Motivation	4.25	>4.35	>4.50	Learning Confidence	3.52	>3.72	>3.92	Stimulating Learning	3.51	>3.71	>3.91	Component	% endorsement		2014	2018	Collective efficacy	60%	>75%	Trust In Students and Parents	47%	>65%	Academic Emphasis	48%	>65%	<p data-bbox="1621 584 2033 783">Strengthen existing and implementation of new programs, including those utilising IT to cater for individual interests and focus on inquiry learning.</p> <p data-bbox="1621 1023 2033 1190">Employ strategies to strengthen the concept of a collective responsibility for student learning as part of the home-school partnership.</p>
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<p><b>Wellbeing</b></p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To continue to provide an environment in which a clear set of agreed values provide the basis for positive student social, emotional and physical development and growth</p>	<p>Improve the mean scores for Student Morale in the <i>Student Attitude to School Survey</i>.</p> <table border="1"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td>5.27</td> <td>&gt;5.7</td> </tr> </tbody> </table> <p>To improve relevant parent survey variables</p> <table border="1"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>6.07</td> <td>&gt;6.30</td> </tr> <tr> <td>Student safety</td> <td>5.38</td> <td>&gt;5.85</td> </tr> <tr> <td>Classroom behaviour</td> <td>3.43</td> <td>&gt;4.25</td> </tr> </tbody> </table> <p>Increase growth on the School Staff Survey variables</p> <table border="1"> <thead> <tr> <th>Component</th> <th colspan="2">% endorsement</th> </tr> <tr> <td>School Climate</td> <td>2014</td> <td>2018</td> </tr> </thead> <tbody> <tr> <td>Community &amp; Parent Involvement</td> <td>80%</td> <td>&gt;85%</td> </tr> </tbody> </table>	Factor Name	2014	2018	Student Morale	5.27	>5.7	Factor Name	2014	2018	School Connectedness	6.07	>6.30	Student safety	5.38	>5.85	Classroom behaviour	3.43	>4.25	Component	% endorsement		School Climate	2014	2018	Community & Parent Involvement	80%	>85%	<p>Focus on positive self-image, positive relationships, the concept of community, and resilience to improve student self-esteem.</p>
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<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>Improve the schools' capacity to maximise enrolment through effective and creative use of resources.</p>	<p>Increased growth on the School Staff Survey</p> <table border="1"> <thead> <tr> <th>Component</th> <th colspan="2">% endorsement</th> </tr> <tr> <td>Collective responsibility</td> <td>2014</td> <td>2018</td> </tr> </thead> <tbody> <tr> <td>Collective responsibility</td> <td>98%</td> <td>&gt;98%</td> </tr> <tr> <td>Shielding/Buffering</td> <td>51%</td> <td>&gt;70%</td> </tr> <tr> <td>Coherence</td> <td>89%</td> <td>&gt;90%</td> </tr> </tbody> </table> <p>To improve parent survey variables</p> <table border="1"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>School Improvement</td> <td>5.56</td> <td>&gt;6.00</td> </tr> <tr> <td>General satisfaction</td> <td>6.00</td> <td>&gt;6.25</td> </tr> </tbody> </table>	Component	% endorsement		Collective responsibility	2014	2018	Collective responsibility	98%	>98%	Shielding/Buffering	51%	>70%	Coherence	89%	>90%	Factor Name	2014	2018	School Improvement	5.56	>6.00	General satisfaction	6.00	>6.25	<p>Implement a school Communication Strategy including greater use of technology and social media.</p> <p>Enhance Professional Learning experiences, through an increased commitment to shared learning, distributed leadership, peer observation and quality feedback.</p>			
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## School Strategic Plan 2015 - 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
	Year 1	<ul style="list-style-type: none"> <li>▪ Continue the whole school foci on the use of THRASS.</li> <li>▪ Use whole staff meetings and Professional Development to continue to review and assess school wide data</li> <li>▪ Adopt GradeXpert as student tracking and reporting package</li> <li>▪ Utilise level meetings to analyse and compare data on GradeXpert</li> <li>▪ Provide additional PD on GradeXpert</li> <li>▪ Resurrect On Demand testing</li> <li>▪ Review and revise assessment schedule</li> </ul>	<ul style="list-style-type: none"> <li>▪ Whole school approaches adopted to tackle deficiencies in data</li> <li>▪ Scheduled whole school Professional Development on GradeXpert and On Demand testing is in place.</li> <li>▪ Data is entered and tracked on Grade Expert.</li> <li>▪ On Demand testing in place and utilised</li> <li>▪ Reports completed using GradeXpert</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Embed GradeXpert into teacher practice</li> <li>▪ Review progress towards differentiated curriculum including current Individual Learning Plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ GradeXpert data used to inform and design Individual Learning Plans and provides evidence that the Assessment Schedule is used</li> <li>▪ Planners show evidence of Differentiated learning</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Further professional development in data analysis to inform planning, delivery and assessment of a differentiated curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planners show consistent whole school approach to assessment for teaching and learning.</li> </ul>
	Year	<ul style="list-style-type: none"> <li>▪ Review and evaluate the effectiveness of GradeXpert in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Planners indicate increased differentiation</li> </ul>

	4	student tracking and delivery of differentiated curriculum	<ul style="list-style-type: none"> <li>▪ Student outcomes increased particularly of higher performing students</li> </ul>
	Year 1	<ul style="list-style-type: none"> <li>▪ Introduce iMaths or similar program based around maths investigations one day per week</li> <li>▪ Upgrade computer room hardware and cabling</li> <li>▪ Review how ipads and computer room are used in classroom programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adoption of appropriate program</li> <li>▪ Evidence of use in teacher planners</li> <li>▪ Timetables and planners reflect greater use of IT resources</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Strengthen the role of Science using an inquiry approach.</li> <li>▪ Expand the range of programs and apps available for use which utilise an inquiry approach</li> <li>▪ Explicitly define home-school partnership expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented inquiry approach to Science</li> <li>▪ Increased time allocation to Science based activities</li> <li>▪ Curriculum planning incorporates IT in all Domains and relates to e-learning plan</li> <li>▪ Parental involvement in school activities increases</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Evaluate adopted maths inquiry program</li> <li>▪ Review “The Coldstream Way” utilising parent focus groups.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inquiry approach embedded into Maths Curriculum documentation</li> <li>▪ Revisions completed as per policy review process</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Evaluate current Science inquiry approach</li> <li>▪ Consider expanding inquiry approach</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inquiry approach embedded into Science Curriculum documentation</li> </ul>
	Year 1	<ul style="list-style-type: none"> <li>▪ Seek grant for project focusing on Friendship and community using data from 2014 resilience survey</li> <li>▪ Increase status of Welfare Officer position</li> <li>▪ Installation of Buddy Bear seat to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project funded and completed by year end</li> <li>▪ Documented role and increased time allocation</li> </ul>

self-esteem.		<ul style="list-style-type: none"> <li>▪ strengthen friendship approach</li> <li>▪ Continue whole school Multiage Activities at least one day per Term</li> <li>▪ Increase the number of adult mentors</li> <li>▪ Increase number of activities based on Houses</li> <li>▪ Seek partnerships to establish a Community Garden in the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of reduced bullying incidents and greater sense of belonging</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Seek further grants to assist low income families with necessary medical and para-professional appointments</li> <li>▪ Increase the number of Community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased diagnoses, particularly for PSD students</li> <li>▪ School identified as community hub</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Review Buddy Bear program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parent Survey completed via SurveyMonkey</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review Attendance Improvement strategy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Absence figures to show steady decline</li> </ul>
	Year 1	<ul style="list-style-type: none"> <li>▪ Introduce “Tiqbiz”</li> <li>▪ Ensure new website is operational and up-to-date</li> <li>▪ Re-assess “Facebook” page and consider twitter as an option</li> <li>▪ Provide greater opportunities for staff to share professional learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased Parent Opinion scores relating to communication</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Email all newsletters</li> <li>▪ Consider “Signmee” or similar program for tracking of notices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reduced paper costs, more efficient and less time consuming tracking of response forms and</li> </ul>

		<ul style="list-style-type: none"> <li>and payments</li> <li>▪ Expand the range of feedback methods</li> </ul>	<ul style="list-style-type: none"> <li>payments</li> <li>▪ Methods of feedback documented and utilised</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Review available software for additional communication possibilities</li> <li>▪ Consider School app for ipad</li> <li>▪ Ensure feedback is regular, targeted and specific</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extended range of software used for communication and administration purposes</li> <li>▪ Feedback format expanded to include DET guidelines</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Evaluate Communication strategy and revise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented evidence of evaluation</li> </ul>