

6247 PFC School Strategic Plan 2016-2020

Endorsed by S.C. 27/3/15

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal:	24/3/16[name].....[date][name].....[date]
School council:	24/3/16[name].....[date][name].....[date]
Delegate of the Secretary:	[date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Purpose Statement:</p> <p>Celebrating children’s individuality & developing a sense of community.</p> <p>Vision Statement:</p> <p>Enabling all students to maximise their potential by delivering best practice in teaching and learning and developing them as C21st learners.</p> <p>Delivering a rich curriculum that increase students’ capacity to think, achieve and lead.</p> <p>Honouring individual needs and developing strengths through a culture of collaboration and care.</p> <p>Skilling students to stay safe- emotionally, socially and physically.</p> <p>Building character strengths for life long success, such as a love of learning, critical thinking, curiosity, creativity, perseverance, resilience and a healthy lifestyle.</p> <p>Developing responsible and contributing citizens, proud of their community and globally aware.</p> <p>Engaging students in understanding and contributing to sustainability.</p>	<p>Core Values:</p> <p><i>‘Belonging-Learning-Responsibility.’</i></p> <p>Belonging means....</p> <ul style="list-style-type: none"> • Being part of the school and the community. • Having a say and being heard. • Being accepted, supported and included. • Feeling safe, valued and cared for. • Showing a friendly attitude. <p>Learning means.....</p> <ul style="list-style-type: none"> • Setting goals and having high expectations. • Acquiring new skills for a fulfilling life. • Being challenged and showing resilience. • Developing cooperation and collaboration skills. • Developing an inquiring mind and problem solving skills • Exploring creatively. • Striving for personal best. <p>Responsibility means.....</p> <ul style="list-style-type: none"> • Showing pride in self/ others/ community. • Treating others fairly. • Showing respect. • Being helpful • Sharing, caring and listening. • Making good choices. • Displaying citizenship. • Self -regulating behaviour. 	<p>Port Fairy Consolidated School began in 1874 and the original bluestone building still forms part of the school today. The majority of the children attending Port Fairy Consolidated live in the town. Around one third travel to school on school buses from outlying rural areas.</p> <p>PFCS was partially re-modelled in 2006 with the construction of two adjoining learning pods each comprising 4 classrooms and a common gallery area. A new multi-purpose building was added in 2010. This building houses the School Café, the Stephanie Alexander Kitchen Garden Program, and a teaching /learning space for Science. In addition the school has a hall which is used for many purposes including school assemblies, PE classes and our before and after school care program.</p> <p>PFCS has a wide cross section of families making up its socio-demographic profile. This includes many children from working class families through to those from families who have a business and professional background.</p> <p>At PFCS considerable emphasis is given to the welfare and wellbeing support of needy students and their families. At any given time there is usually a number of children living in ‘out of home care’ and attending PFCS.</p> <p>All teachers work collaboratively in teaching teams to develop, plan and implement a curriculum that inspires, challenges and engages students.</p> <p>The school predominantly comprises multi-aged classes. Stand alone classes are organised where enrolments favour this set up. This varies from year to year. The specialist programs at PFCS include P.E., Visual Arts, Science, Kitchen Garden and Chinese. In addition, children can elect to participate in instrumental music, choir and a wide range of sports. The school also aims to provide a range of performing arts experiences and opportunities for all children throughout the year.</p> <p>PFCS is well known and highly regarded for its commitment to, and promotion of, sustainable living. PFCS strives to support local organisations and to build strong mutually benefitting partnerships. An example of this is the strong connection, developed over many years, with the Port Fairy Folk Festival.</p> <p>Port Fairy Consolidated School incorporates the use of Information and communications technology (ICT) into all classrooms with students in years 4 to 6 having the option to ‘Bring Your Own Device (BYOD) or use the bank of school resources</p>	<p>In order for Port Fairy Consolidated to achieve our Strategic plan goals and targets the Review Panel identified that ‘the school continue with its focus on improvement in all English and mathematics domains, based on ensuring school-wide teaching and learning practices are embedded comprehensively and consistently across all levels of the school.’ It is considered that the conduit to helping achieve our outcomes could be the application of the <i>High Reliability Schools</i> model. Alongside the focus on our English and mathematics curriculum a focus on strengthening a ‘full range of student engagement factors’ should be a priority for this strategic planning cycle. To complement the work around student engagement and achievement the school will consolidate its existing wellbeing programs and achieve a visible school-wide student wellbeing framework.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Achievement:	<i>Excellence in teaching and learning.</i>		
By the end of this Strategic Planning cycle we will ensure staff effectively collaborate and consistently plan, assess and deliver to the personalised learning needs of all students. There will be evidence of all students achieving expected or greater than expected learning growth in all areas of literacy and numeracy.	Curriculum Planning and assessment : Evidence- based high impact teaching strategies	<ol style="list-style-type: none"> 1. To develop and build a Professional Learning Team model characterised by agreed consistency, non-negotiables and protocols and accountability 2. To develop and document a school wide instructional model incorporating research based teaching, learning and engagement practices. 3. Develop a guaranteed and viable Victorian Curriculum, along with a revised Assessment Schedule and Reporting processes. 4. Embed the <i>Framework for Improving Student Outcomes Improvement Cycle</i> as the process for staff to secure continual improvement. 	<p>Every student , deemed capable, to make a minimum of one year’s growth in a year, each year.</p> <p>By the end of this plan, Naplan Growth to consistently show greater than 50% in medium and 25% in High.</p> <p>By the end of this plan ‘ <i>Teacher Collaboration</i>’ will rate 80 % or above on the annual School Staff Survey. (2015 - 58%)</p>
Engagement:	<i>Community Engagement in learning</i>		
By the end of this Strategic Planning cycle we will strengthen the home / school partnership to empower teachers, parents and students to ensure the personalised learning needs are met and that all students are achieving expected or greater growth in all areas of the curriculum.	Building Communities: Parents and Carers as partners.	<ol style="list-style-type: none"> 1. Develop a Communication Strategy to build on and enhance current practices and capitalise on the opportunities for online collaboration and sharing for teachers, students and parents. 2. Develop teacher knowledge and capabilities in the application of teaching strategies that will deepen learning, accelerate learning and maximise engagement, such as ‘quality questioning’ strategies, conferring and feedback. 3. Build student engagement by strengthening student voice, student leadership and student goal setting. 	<p>By the end of this plan student average absences across the school will be reduced by 10% (under 13.5 days average)</p> <p>By the end of this plan, in the ATS Survey ‘ Learning Confidence’ to be above state mean. (2015 - 4.04 %)</p> <p>The Parent Opinion Survey to remain above State Mean.</p> <p>By the end of this plan, on a school developed survey, parents will consistently rate Communication above the base line data established in 2016.</p>
Wellbeing:	<i>Positive climate for learning.</i>		
By the end of this Strategic Planning cycle we will have embedded a whole school community approach to wellbeing so that there will be evidence of a safe and secure learning environment and students being ready to learn.	Setting expectations and promoting inclusion: Health and wellbeing	<ol style="list-style-type: none"> 1. Develop student management and wellbeing practices and policies, incorporating Restorative Practices. 2. Develop teacher knowledge and appreciation of the risk factors that impact on student’s positive involvement in learning and develop a school wide philosophy and practices to be proactive in addressing the unique needs of student at risk . 	<p>By the end of this plan, in the ATS Survey ‘ Classroom Behaviour’ to be above state mean. (2015 - 3.29 %)</p> <p>By the end of this plan students (Year 3-6) will consistently rate (1) Safety (2) school wellbeing and (3) general school satisfaction above mean on the ACER Student Social Emotional Survey (SEW) survey.</p> <p>By the end of this plan the school will have developed and implemented a school wide monitoring application in relation to student behaviour management .</p>
Productivity:	<i>Professional Leadership</i>		
By the end of this Strategic Planning cycle we will have developed and implemented a resourcing strategy that supports the physical, human and social resourcing requirements associated with this Strategic Plan so that all targets associated with the plan are achieved.	Building Leadership Teams: Strategic Resource Management	<ol style="list-style-type: none"> 1. Embed the school improvement cycle so as to maximise student learning growth by optimising the use of school resources. 2. Develop a school intervention strategy for both ‘achievement’ and ‘wellbeing’. 3. Investigate and implement a strategy related to ‘ in-school’ coaching and support. 	By the end of this plan an ‘ intervention strategy’ linked to improved student outcome data will be embedded.

