### School Strategic Plan 2014 - 2017

#### Sunshine Harvester Primary School

Based on December 2013 Independent Peer Review

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed: [Signature] (Principal's signature)</th>
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<tbody>
<tr>
<td>Name: Paul Albert Griffin</td>
<td>Date: 31/03/2014</td>
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<tr>
<th>Endorsement by School Council</th>
<th>Signed: [Signature] (School Council President's signature)</th>
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<tbody>
<tr>
<td>Name: Scott Hammond</td>
<td>Date: 31/3/14</td>
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School Context

School Vision, Values and Philosophy

School Council, staff and community developed a new school vision statement along with key values for incorporation in this School Strategic Plan. Our values underpin all codes of conduct, practices and procedures.

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<tr>
<th>Vision</th>
<th>Sunshine Harvester is committed to providing a stimulating environment enabling every student to realise his or her full potential. We support students to develop skills and behaviours necessary to become independent and positive members of the community.</th>
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<tbody>
<tr>
<td>Purpose</td>
<td>Sunshine Harvester Primary has a clear focus on literacy and numeracy whilst providing every student with additional wide ranging opportunities in an open-plan, caring and supportive environment. Building student success is about forging partnerships between parents, teachers and the community. We provide comprehensive student support programs that assist in achieving learning successes.</td>
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<tr>
<td>Values</td>
<td>• Responsibility • Learning • Respect</td>
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<td>School Philosophy</td>
<td>All students can and will be supported to achieve their full potential. We will develop open learning spaces where all staff provide educational experiences in a team teaching environment. We will provide learning outcomes support through targeted intervention, EAL teaching strategies, team planning and professional learning.</td>
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Facilities

Sunshine Harvester Primary is a relatively new primary school educating students in the Sunshine-Braybrook area. Construction is modern state-of-the-art school buildings and open-plan facilities that include low energy designs and water saving measures situated in the Duke Street residential zone within the City of Brimbank. Modern networked ICT systems feature in all learning areas and sophisticated security systems monitor buildings / open spaces.

Demographics

Our current enrolment is 443 students and are expected to continue growing slowly for a number of years. The school is located 15 kilometres west of Melbourne on the border of Sunshine and Braybrook. Ballarat Road lies to the north of the school with Churchill Avenue / Devonshire Road to the south and east. The school has high proportions of students from low socio-economic circumstance combined with diverse cultural, ethnic, refugee and English as Second Language family backgrounds. Many families receive multi-agency welfare and income support. Locally, there are five neighbouring state primary and catholic schools plus Braybrook Secondary College situated on the corner of Duke Street and Ballarat Road. Assisted housing and access to relatively cheap residential accommodation contributes to volatility in the school population. Mobility (student transience between schools) is typically 12% per annum, impacting significantly on the student-learning continuum as students cycle in/to/out of the school. Only 55% of students from Year-3 are matched cohorts in Year-5 NAPLAN results. Fewer than fifty percent of Prep students complete Year-6 at Sunshine Harvester.

Curriculum

Students are actively encouraged in their pursuit of personal excellence in learning both academic and practical through principles embodied in our school values. Staff members are actively encouraged in their pursuit of best practice teaching and professional learning based on principles embodied in our school values. All staff have access to dedicated computer systems, including personal laptops with modern wide-area networked ICT devices and applications. Electronic white boards and digital projectors feature in all learning areas across the school. We have a large number of students who receive Special Learning Needs funding. We provide a comprehensive range of language, literacy and numeracy support programs including multicultural Vietnamese and Chin Burmese.
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<tr>
<th>Strategic Intent</th>
<th>Goals</th>
<th>Targets</th>
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<tr>
<td><strong>Student: Learning</strong></td>
<td>- To maximise students' learning performance particularly their ability to use oral and written language appropriately in all Literacy and Numeracy areas of the curriculum.</td>
<td>- All data sets of student achievement (NAPLAN, On Demand, TJ, EOR, Mathletics, Pre / post testing...) in Literacy &amp; Numeracy will be value added trend and growth of at least two levels AusVels</td>
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<tr>
<td><strong>Student: Engagement</strong></td>
<td>- To empower all students to take responsibility for their own learning in a stimulating learning environment</td>
<td>- Improvement in the Parent Opinion variable Stimulating Learning effects higher engagement with their children's learning (new survey variables still to be defined)</td>
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<td><strong>Student: Wellbeing</strong></td>
<td>- To develop an orderly school environment that are characterised by good relationships and effective student management through a positive education program</td>
<td>- Increase Attitudes to School Survey variables - School Connectedness (4.41 in 2013), Stimulating Learning (4.33 in 2013), Learning Confidence (4.15 in 2013)</td>
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<tr>
<td><strong>Productivity</strong></td>
<td>- To improve the allocation of resources (human, financial, time, space and materials) to maximise learning outcomes for every student.</td>
<td>- Improvement in the Parent Opinion variable, Student Safety (new survey variables still to be defined)</td>
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<td>- Increase Attitudes to School Survey variables Student Safety (4.31 in 2013)</td>
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<td>- Active participation in the State Wide Positive Behaviours School Program (SWPBS)</td>
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<td>- Increase the Attitudes to School Survey variables - Stimulating Learning (4.33 in 2013).</td>
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<tr>
<td>Key Improvement Strategies &amp; Significant Projects</td>
<td>Actions</td>
<td>Achievement Milestones</td>
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| Expect and enable all teachers to implement classroom teaching that is planned and personalised for students to enable all students to experience success. | Commit to a whole school focus on the development of oral language  
- Extend individual EAL-specific learning plans based on the continuum  
- Embed EAL into planner which is linked to AusVELS and literacy learning  
- Use TEAL (NSW) National Assessment portfolio including work samples to guide assessment and planning  
- Whole of staff residential conference focused on EAL and oral language literacy skills  
- Provide regular periodic staff PD to support teacher skills and knowledge  
- Introduce Auslan as our universal LOTE language  
- Develop and monitor ILPs for all at risk students (D or below)  
- Build teacher capacity to teach in open plan, team work learning environment  
- Explore timetable changes to assist with productive teaching blocks  
- Provide ILPs for all at risk students (D or below)  
- Expand the provision of bi-lingual books translated by community members  
- Provide extra support staff in Grade 5  
- Implement SWPBS strategies | Whole school committed to the development and refinement of oral language approaches in literacy and numeracy  
- Straight grade levels trialed and evaluated.  
- Auslan program introduced, implemented and evaluated |
| Embed EAL strategies into the Yearly, Termly and Weekly planners throughout the school, including AusVELS Assessment Schedule | Build staff capacity to enhance existing practices to ensure that students are engaged in meaningful activities including a whole school focus on student reporting, feedback and challenge  
- Improve students’ goal setting and effective use of feedback leading towards independent learning  
- Develop a culture of high expectations for all stakeholders | Digital portfolios implemented  
- Whole school plan established for efficient and effective use of education support staff that adds clear and demonstrable value to student learning |
| Build staff capacity to enhance existing practices to ensure that students are engaged in meaningful activities including a whole school focus on student reporting, feedback and challenge  
- Improve students’ goal setting and effective use of feedback leading towards independent learning  
- Develop a culture of high expectations for all stakeholders | Develop a strategic plan for the most effective whole school use of excellent ES team  
- Revise Assessment to reflect use of data analysis to direct planning of classroom learning and teaching  
- Ensure a Whole school focus on evidenced based practice  
- Utilize a variety of formative assessment data to inform planning  
- Continue to embed a team approach to open plan learning  
- Develop consistent high expectations for all students and teachers throughout the school  
- Continue with YuMi / QLD connection 2014 and embed process in whole-school planning.  
- Introduce digital portfolios  
- Finalise decisions on portfolio agreed content.  
- Use TEAL (NSW) National Assessment portfolio including work samples to guide assessment and planning  
- Provide regular periodic staff PD to support teacher skills and knowledge  
- Develop and monitor ILPs for all at risk students (D or below) | Digital portfolios implemented  
- Whole school plan established for efficient and effective use of education support staff that adds clear and demonstrable value to student learning |
### Develop and embed a common vision among students, parents and staff of the school's values:
- Develop classroom, school-wide and community tools that support the new agreed school values developed for 2014-2017 strategic plan
- Enhance Student led conferences
- Further develop strategic relationships with wider community stakeholders
- Implement trial of classroom rules and behavior expectations matrix based on school values, SWPBSP initiative (mentor school Manor Lakes PS)
- Evaluate trial of classroom rules and behavior expectations matrix based on school values
- Hold regular purposeful school events that engage parents and wider community participation
- Continue to refine play group activities with community group
- Further strengthen relationships with feeder pre-schools

### Implement consistent understandings and expectations around student safety and behaviour through our Positive Education Program.
- Continue to refine and implement positive behaviour program
- Align and fine tune positive Education program with new school values
- Monitor and review OH&S
- Implement SWPBSP strategies

### Redesign outdoor learning spaces to reflect experiential and inquiry learning approaches
- Consolidate fixed entry for as long as possible and exit (3 years) grouping
- Develop cottage garden program
- Resurfacing of school oval for all year use
- Implement care of chickens activities
- Fence car park area
- Air-condition BER and extend/modernize existing security system
- Develop student bike parking area
- Provide sound/electrical system for undercover area
- Monitor and review OH&S

### Implement and sustain high quality distributive leadership practice across the school.
- Continue collaboration with Sunshine Deer Park Learning Network
- Expand programs with Western English Language School to support change in methodology to classroom based intervention (outreach program)
- Define roles and responsibilities schedule consistent with teacher/staff experience classifications
- Develop school-wide leadership capacities and succession planning
- Leaders in the Making
- Teacher Higher Duties
- Aspiring Leaders

### Implemented and evaluated school-wide trial of classroom rules and behavior expectations matrix based on values
- Positive behaviour program provided all year and evaluated by November

### Oval resurfacing project completed
- Garden and environmental programs offered to students each term

### Expanded programs with support from Western English Language School that changed methodology in classroom based intervention (outreach program)
- Implemented and evaluated roles and responsibilities schedule consistent with teacher/staff experience classifications.