REVISED STRATEGIC PLAN

2017 - 2019

School vision	School values	Context and challenges	Intent, rationale and focus
Our goal is for our students to be motivated learners who value themselves and their community and who develop the knowledge and skills to become successful and thrive in all of their life endeavours. To achieve this, all staff follows the school's mission statement: '*Knowing exactly what each child knows now and how to teach them what they need to learn next…*'	Our school is a School Wide Positive Behaviour Support (SWPBS). We teach and practice NEWBEE values of *Be a Learner, Be Respectful* and *Be safe*. Paired with the NEWBEE values we also develop the learning dispositions of Resilience, Resourcefulness, Reflectiveness and Reciprocity to enable them to adapt to frequent and substantial changes in their lives through the implementation of Guy Claxton's Building Learning Powers.	Our school has around 140 students who come from Newborough and surrounds. Students experience different social and economic realities, but are almost all from English speaking homes. There are very few ATSI students at our school. The Latrobe Valley is a community in transition and we included in our moral purpose is to prepare all of our learners for a changing world and uncertain future. Consequently our school curriculum guarantees the teaching and learning of the following skills and attributes: • creativity & innovation • critical thinking & problem solving • communication & collaboration • using technology & media safely and effectively We build our teacher and leadership capacity by working together in Professional Learning Communities.	Theory of Action If we: a) set clear expectations relating to teacher practice, b) build teacher capacity to meet these expectations, and c) monitor the effectiveness of teacher practice, then we will see improved student engagement and learning growth.

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)
Improve student outcomes in numeracy and reading Improve student attendance Improve teacher practice Achieve level 4 High Reliability School status	Improve Teacher Practice by embedding PLC learning and accountability processes. Excellence in teaching and learning **Building practice excellence** Prioritise our curriculum by agreeing on guaranteed and viable Standards (VicCurric). Excellence in teaching and learning **Curriculum Planning and Assessment** Structure our School Improvement around the High Reliability School Model (Marzano) Professional Leadership **Instructional and shared leadership** Use our SWPBS framework to continue to promote a safe and positive learning environment. Positive Climate for Learning **Set expectations and Promote Inclusion**	Continue the implementation of the Professional Learning Community model for staff learning, including 'just-in-time' leadership support and instructional and leadership coaching. Use Robert Marzano curriculum prioritisation tools to build a guaranteed and viable curriculum based on the Victorian Curriculum. Improve our assessment and reporting capacity by: a) implementing Marzano proficiency scales, b) increasing our capacity to use Sentral and other data tracking tools, and c) ensuring that student learning data is meaningful and informs teacher and leadership decisions around instruction and resources. Develop and publish and Instructional Model for use across the school. Build and review a School Improvement Team to reflect the High Reliability School framework. Access and Lead System, Network and Cluster Professional Learning relating to effective Professional Learning Communities. Continue the learning and implementation of the School wide Positive Behaviour and Support (SWPBS) approach to promote a safe and collaborative culture and enhance learner confidence. Allocate appropriate resources to the three tiers of intervention.	**Achievement** By 2019 for both numeracy and reading using NAPLAN as the measure: • At least 20% of students achieving in the upper two bands in both year 3 and year 5 By 2019 for both reading and numeracy using NAPLAN as the measure: • At least 25 % of students achieving High Growth • Fewer than 25% of students achieving Low Growth By 2019 at least 20% of students achieving High Achievement in Victorian Curriculum across all grades By 2019, at least 90% of students achieving at least 1 year's growth in numeracy and reading (VicCurriculum). **Engagement** Attendance Target – A mean of less than 15 Days absence by 2019 By 2019, using Student Attitudes to School survey, achieve a mean score of 4.6 across the six teaching and learning variables. **Professional Leadership** By 2019, using Marzano Leading Indicator Surveys, achieve level four performance on: • A Safe and Orderly Environment • An Instructional Framework • A Guaranteed and Viable Curriculum • Standards-Referenced Reporting By 2019, using SWPBS Fidelity evaluation tools, achieve Tier 1 , 2 and 3 fidelity

Framework for Improving Student Outcomes

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