

# School Strategic Plan 2019-2023

## Reservoir Primary School (3960)

Reservoir  
*Primary School*



Submitted for review by Connie Williams (School Principal) on 14 November, 2019 at 10:00 AM

Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 15 November, 2019 at 05:12 PM

Awaiting endorsement by School Council President

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<b>School vision</b>	<p>A positive environment where students feel safe and connected is essential for our students and the school community as we work together to promote high expectations.</p> <p>We aim to provide excellence in all teaching and learning with particular focus on Maths and English. We will further develop our teaching and learning instructional model incorporating High Impact Teaching Strategies.</p> <p>Developing the skills of collaboration, enquiry, problem solving and creativity will be a priority whilst building on their competencies. In the changing world, we will prepare our students for the future, and ensure they can become lifelong learners who are self directed and motivated.</p>
<b>School values</b>	<p>Our school values of Respect, Responsibility, Acceptance &amp; Personal Excellence will be embedded in all that we do.</p> <p>We ensure respect for others, ourselves and our environment.</p> <p>We encourage responsibility by being accountable for actions towards ourselves, others and the environment.</p> <p>We model acceptance, the equality and valuing of all people and things.</p> <p>We aim for personal excellence through continuous improvement and "having a go".</p>
<b>Context challenges</b>	<p>Our recent School review highlighted the need for improved growth in the areas of Maths, Reading and student engagement - specifically in the senior classes (years 5 &amp; 6). Staff professional practices is the focus in coming years – collaborative learning, explicit and differentiated teaching are priorities; Reservoir Primary School will also incorporate Communities of Practice (training in 2020).</p> <p>We work in planning teams according to learning stages: Foundation–Years 2, Years 3 and 4 and Years 5 and 6.</p> <p>Upstairs rooms in the main building have some break-out space (Years 3 and 4), but are not overall conducive to working as a real community. Portable buildings currently house Years 1, 2, 5 and 6 – they lack the ability to creatively work in collaborative and communal styles. The BER building houses the Foundation classes and is ideally set up for this purpose.</p> <p>So all teams (apart from Foundation) are disadvantaged as their proximity results in some difficulties; they have no undercover connecting walkways and no common space for small groups – the distance between buildings is also unhelpful.</p> <p>We need our buildings to support our quality learning and enhance opportunities to work collaboratively and effectively for improved student outcomes.</p> <p>Our community is changing – the world is changing and so must we. A real challenge is having the opportunity and ability to have our community attend events regardless of weather conditions and to have a space where they can comfortably gather and continue their support for and involvement in their school. Hopefully the Capital Building Works Program will address these challenges in the</p>

	near future.
<b>Intent, rationale and focus</b>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• engage in professional learning around flexible learning spaces</li> <li>• continue to engage in action research around how we work as professional learning communities</li> <li>• develop student voice and agency strategies</li> <li>• continue and develop further peer coaching across the school</li> <li>• increase effective communication with parents to ensure a better understanding of curriculum and student learning</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• take part in authentic discussions about their learning</li> <li>• have strategies to direct and take responsibility for their learning (through goal setting and feedback)</li> <li>• be engaged in their learning</li> <li>• develop pride and have high expectations</li> </ul>

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<b>Goal 1</b>	To improve student achievement in all areas of the curriculum, at all year levels
<b>Target 1.1</b>	By 2023, the percentage of matched cohort students who achieve medium or high growth between Year 3 and Year 5 in NAPLAN Reading, Writing and Numeracy is equal to or above 75%. The average for 2017 and 2018 was 62% for Reading, 69% for Writing and 66% for Numeracy.
<b>Target 1.2</b>	By 2023, the percentage of students who achieve a teacher judgement grade equal to, or above, the expected level in all areas of English and Mathematics in Year 4, 5 and 6, is equal to or above 80%. The percentages for semester two 2018 are Reading and Viewing 78%, Writing 70%, Speaking and Listening 88%, Number and Algebra 70% and Measurement & Geometry 76% and Statistics and Probability 77%..
<b>Target 1.3</b>	By 2023, increase the percentage of positive responses on the School Staff Survey for: <ul style="list-style-type: none"> <li>• Guaranteed and Viable Curriculum from 64% (2018) to 85%</li> <li>• Teacher collaboration from 62% (2018) to 75%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building leadership teams	Build the instructional and shared leadership capacity of all members of staff
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build a whole school consistently used curriculum

<b>Key Improvement Strategy 1.c</b> Building practice excellence	Embed a consistent approach to teaching and learning that addresses the needs of all students
<b>Key Improvement Strategy 1.d</b> Evaluating impact on learning	Build the capacity of teachers to use data analytically to inform planning and teaching practice
<b>Goal 2</b>	To improve student engagement in learning
<b>Target 2.1</b>	By 2023, increase the percentage of positive responses on the Attitude To School Survey for: <ul style="list-style-type: none"> <li>• Student Voice and Agency from 63% (2018) to 75%</li> <li>• Stimulated Learning from 72% (2018) to 80%</li> </ul>
<b>Target 2.2</b>	By 2023, increase the positive responses on the Parent Opinion Survey for: <ul style="list-style-type: none"> <li>• Stimulating Learning from 67% (2018) to 80%</li> <li>• Effective Teaching from 74% (2018) to 80%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Intellectual engagement and self-awareness	Enhance teacher capacity to provide engaging learning tasks both inside and outside the classroom
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop and implement a Student Voice and Agency strategy across the school
<b>Goal 3</b>	To improve student wellbeing

<b>Target 3.1</b>	<p>By 2023, increase the percentage of positive responses on the Attitude To School Survey for:</p> <ul style="list-style-type: none"> <li>• Effective Classroom Behaviour from 67% (2018) to 80%</li> <li>• Resilience from 78% (2018) to 85%</li> <li>• Teacher Concern scales from 65% (2018) to 75%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Develop strategies to enhance the school's positive climate for learning
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Develop a school-wide approach to wellbeing