

School Strategic Plan for Noorat Primary School Barwon South West region 2012-2015

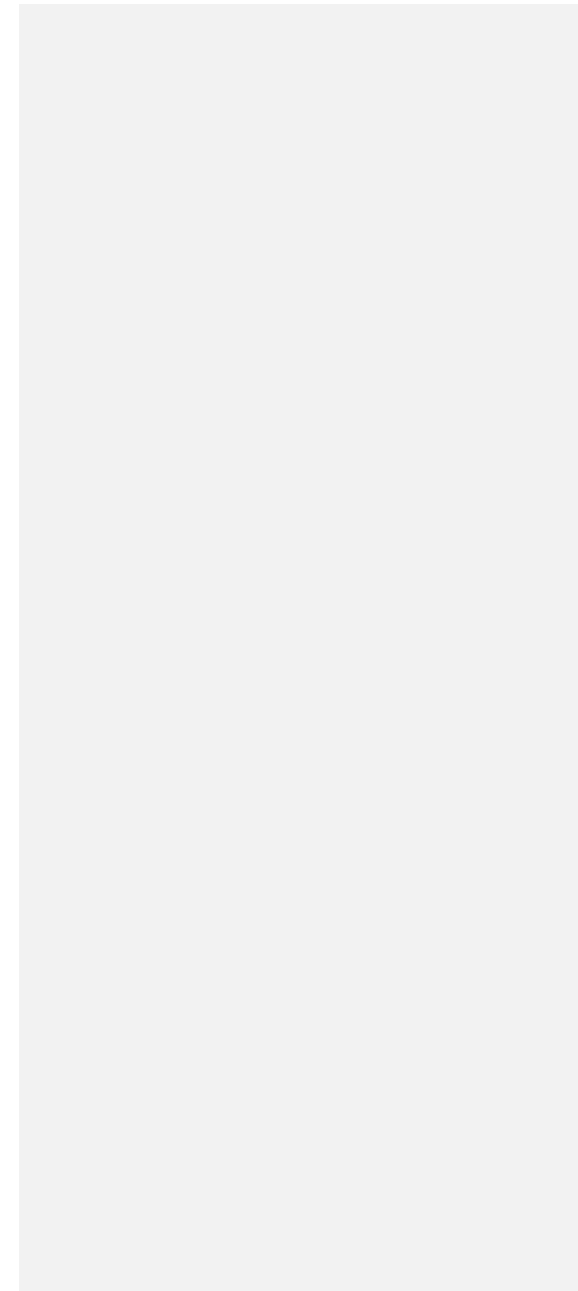


<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Ken Plummer</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Darren Wallis</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name: Jan Rollinson</p> <p>Date.....</p>

School Profile

Purpose	<i>To provide a safe, caring environment of community spirit, respect and honesty, in which our students are able to learn to the best of their ability.</i>
Values	Commitment <i>Commitment to our learning, to our peers and to our community</i> Integrity <i>Treating each other with honesty, care, respect and fairness</i> Success <i>Providing a physical environment where all students can reach their full potential academically, socially, emotionally and physically</i>
Environmental Context	Social - Community and Demographics <ul style="list-style-type: none">• <i>located in a very mixed social demographic drawn from families with rural, trade and professional backgrounds</i>• <i>current enrolment fluctuates around low 40s, this is expected to marginally decline over the period of this Strategic Plan</i>• <i>30% of families entitled to receive Educational Maintenance Allowance</i>• <i>the school has an extremely professional staff team</i>• <i>sixty-five percent of students travel to school by bus</i>• <i>strong community involvement is evident. Parents and members of the community are involved in various school activities including School Council and Parents Club</i>

	<p>Educational</p> <ul style="list-style-type: none">• <i>staff are proactive in embedding the Victorian Essential Learning Standards with a greater emphasis on ICT</i>• <i>implementation of the E5 Instructional model</i>• <i>ultranet implementation</i>• <i>engaging music program</i> <p>Technological</p> <ul style="list-style-type: none">• <i>electronic whiteboards in all rooms to improve engagement and outcomes</i>• <i>approximately 90% of students have access to a computer at home</i>• <i>all teaching staff have laptop computers</i>• <i>classrooms are equipped with computers at a ratio of 1:1- well above the Statewide average</i>• <i>technology is the vehicle to deepen student learning</i> <p>Environmental – Grounds and Facilities</p> <ul style="list-style-type: none">• <i>new BER building offers rooms that are well equipped and conducive to effective learning</i>• <i>all spaces are heated</i>• <i>multi purpose room is attractive and enhances our programs</i>• <i>extensive range of play spaces include full grass oval, 2 adventure playgrounds, new Tiger Turf basketball/netball courts and play area</i>• <i>Wonderful veggie gardens</i>
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Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning outcomes in Literacy and Numeracy Prep–Year 6	<p>NAPLAN:</p> <ul style="list-style-type: none"> - All students will achieve in the top 3 NAP bands for Reading, Writing and Numeracy - All students will achieve above National Minimum Standard (NMS) - Matched cohort will be above the state mean for Reading, Writing and Numeracy <p>VELS:</p> <ul style="list-style-type: none"> - Each student will achieve at least one year VELS progress annually for English and Mathematics (Yr 1 to Yr 6- .5 of a level , Prep- 1 level) - 40% of students Prep–Year 6 will achieve an A or B ranking on the English strands - 50% of students Prep–Year 6 will achieve an A or B ranking on the Mathematics strands <p>EOI:</p> <ul style="list-style-type: none"> - All students in Yrs 1 and 2 will achieve at Group 4 or above on each of the assessments – Reading, Writing, Speaking and Listening 	<ul style="list-style-type: none"> * Develop and implement a whole-school teaching and learning framework * Develop whole-school assessment for/as/of learning processes that support and accelerate learning within all classrooms
Student Engagement and Wellbeing	To maximize opportunities for students to be engaged in their learning.	<ul style="list-style-type: none"> * To have all variables on the Student Attitudes to School Survey demonstrate a positive trend from 2012 – 2015 * School-generated surveys completed each year to indicate high levels of whole-school student satisfaction with: <ul style="list-style-type: none"> - student motivation 	<ul style="list-style-type: none"> * Increase personalized learning for all students through the development and practice of teaching strategies that allow students to self-monitor and influence their learning

		<ul style="list-style-type: none"> - engagement in learning - student relationships - teaching and learning <p>* To have all variables on the Parent Opinion Survey demonstrate a positive trend from 2012 – 2015</p> <p>* To increase current annual average attendance at each year level</p>	
Student Pathways and Transitions	To maximise the effectiveness of transitions into, through and out of the school	<p>* To have parent satisfaction with all transitions measured by school-created surveys and parent forums annually to 2015</p> <p>* To have student satisfaction with all transitions measured by school-created surveys and student forum</p>	<p>* Review, document and implement all transition processes and protocols</p> <ul style="list-style-type: none"> - Year 6 to Year7 - through year levels - into the school

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
STUDENT LEARNING * Develop and implement a whole-school teaching and learning framework * Develop whole-school assessment for/as/of learning processes that support and accelerate learning within all classrooms	Year 1	<ul style="list-style-type: none"> ▪ Build the capacity for students to set personal learning goals through use of the Personal Learning Strand ▪ Further develop and implement professional learning opportunities through effective teacher feedback models such as Profession Learning Team (PLT) discussion and peer sharing of practice that supports collaboration and teacher reflection on practice ▪ Build the capacity of teachers to implement consistent learning frameworks for Writing ▪ Fully develop and implement systems to track cohorts of students through the school ▪ Audit existing assessment schedules and implement an agreed schedule that supports and accelerates learning ▪ Increase teacher knowledge of effectively using the VELS continuums, progression points and assessment maps to ensure consistency of practice school-wide ▪ Fully develop the use of the new building and the potential for multidisciplinary and community learning it offers through taking opportunities to network with and visit other schools where flexible 	<ul style="list-style-type: none"> ▪ Teachers will establish professional Learning Teams and meet regularly with discussion focussed on pedagogical issues and peer feedback sessions established ▪ Staff will have an agreed approach to teaching quality Writing. Implementation will be evident ▪ All teaching staff will become proficient at inputting and manipulating data in SPA and also how to use it diagnostically by the end of term 1 ▪ Development of an agreed assessment schedule that supports and accelerates learning ▪ Staff trialling new understandings of VELS assessment approached in classrooms http://www.education.vic.gov.au/studentlearning/ ▪ Review of reporting to parents policy and practices
	Year 2	Continue development	Continue development
	Year 3	Continue development	Continue development
	Year 4	Evaluation and review process	Evaluation and review process

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<p>STUDENT ENGAGEMENT AND WELLBEING</p> <p>* Increase personalized learning for all students through the development and practice of teaching strategies that allow students to self-monitor and influence their learning</p>	Year 1	<ul style="list-style-type: none"> ▪ Implement Thinking Skills practices into curriculum planning ▪ Staff professional conversation and learning about authentic Inquiry Learning ▪ Develop a Scope and Sequence of the Personal Learning domain of the VELS Prep–Year 6 ▪ Deepen and align understanding of core pedagogical beliefs ▪ Continue to involve the community in the life of the school in order to provide opportunities for real life learning for students ▪ Support student engagement in learning through the continued development of the use of ICT across the school 	<ul style="list-style-type: none"> ▪ All teachers are using a variety of thinking skills to improve student learning http://www.education.vic.gov.au/studentlearning/teachingprinciples/casestudies ▪ By the end of term 2 teachers are actively planning the inclusion of higher order thinking skills consistently into classroom practice ▪ Develop a personal scope and sequence by end of term 3 http://www.education.vic.gov.au/studentlearning/teachingresources/personallearning ▪ Improved teacher capacity in the use of ICT in curriculum planning and delivery ▪ Best practice in ICT evident in classrooms
	Year 2	Continue development	Continue development
	Year 3	Continue development	Continue development
	Year 4	Evaluation and review process	Evaluation and review process
<p>STUDENT PATHWAYS AND TRANSITIONS</p> <p>* Review, document and implement all transition processes and protocols</p> <p>- Year 6 – Year 7</p> <p>- through year levels</p> <p>- into the school</p>	Year 1	<ul style="list-style-type: none"> ▪ Develop school-generated transitions surveys for ascertaining satisfaction with transitions across all year levels – parents and students Prep–Year 6 mid Term 1 ▪ Develop school-generated transition survey to ascertain Year 7 satisfaction with transitions and preparation for secondary school – taken mid Term 1 ▪ Proactively strengthen the already existing strong links with local kindergartens and secondary colleges ▪ Update the school website to showcase the happy and safe learning environment and student achievement to promote Noorat Primary School as a school of academic excellence ▪ Develop protocols for handover of student work and formative assessments onto new teachers 	<ul style="list-style-type: none"> ▪ Use Survey Monkey to survey change from Year 6-7, Kinder-Prep and Junior to Middle school ▪ Staff and parents are made aware of key questions contained in the Survey Monkey Questionnaire so they know the key goals they are working towards and are accountable for. ▪ Update school website

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		<p>each year for effective discussion of student needs, including special needs students</p> <ul style="list-style-type: none"> Develop and promote behaviours and attitudes across the school community that supports the achievement of personal best. 	
Year 2	Continue development	Continue development	
Year 3	Continue development	Continue development	
Year 4	Evaluation and review process	Evaluation and review process	

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