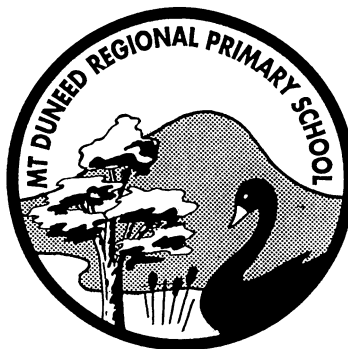


Mt Duneed Regional Primary School 5380

School Strategic Plan 2013 - 2016



Endorsement by School Principal	SIGNED..... NAME Julie Makin DATE 21/11/2012
Endorsement by School Council	SIGNED..... NAME Rick Werner DATE 21/11/2012 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME..... DATE.....

School Profile

<p>Purpose</p>	<p>To build a learning community where students are supported, engaged and challenged to reach their full potential through high expectations, explicit teaching and a 21st century learning environment.</p>
<p>Values</p>	<p>The following values are seen as essential to the life of our school and how all members of the school community should conduct themselves:</p> <p>Respect Teamwork Honesty Learning Excellence Community Spirit</p> <p>As a school we apply these values to our everyday dealings with each other and in the development of our programs and policies.</p> <p>The school motto is 'Success with Community Spirit'.</p>
<p>Environmental Context</p>	<p>Social – community and demographics</p> <ul style="list-style-type: none"> • the majority of students are Anglo-Celtic with a SFO of 0.39. Students enrolling from a wide radius, from Grovedale to Torquay • the school is seen as a quiet rural alternative educational setting • a major housing development in the local area (Armstrong Creek) is currently underway • school enrolments have increased in the last four years from 81 to 163 students and should continue to grow • the school has a hard working staff team, with a supportive parent community • the staff are a dedicated team, is focused on improving the learning opportunities for all students, and plan in unit teams <p>Educational</p> <ul style="list-style-type: none"> • the school is very focused on improving learning outcomes for every student and ensuring high expectations • the school employs a school funded Teaching and Learning Coach who has focused on Literacy for two years. • the school will continue to develop literacy pedagogy but will focus on numeracy, reviewing the inquiry learning model and embedding ICT resources across the curriculum <p>Technological</p> <ul style="list-style-type: none"> • technology resources need updating • staff are experimenting with a variety of ICT resources • the school is initiating a 1:1 netbook program for year 3 – 6 students • approximately 90% of students have access to a computer at home • the implementation of the Ultranet has been led in the Year 3/4 unit <p>Environmental – grounds and facilities</p> <ul style="list-style-type: none"> • all rooms are well equipped and conducive to effective learning • all spaces are heated and air-conditioned • the school has a new BER building which has open teaching and learning spaces to allow opportunities for team teaching • grounds are well established with attractive surrounds

- extensive range of play spaces for students including an oval, 2 adventure playgrounds, tennis and basketball courts and an extremely popular sandpit

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<p>To improve learning outcomes to show growth for all students in Literacy and Numeracy.</p> <p>To strengthen the students' interdisciplinary skills of thinking and ICT use.</p>	<ul style="list-style-type: none"> • VELS (or used benchmark curriculum e.g. AusVELS) at least 95% of students deemed capable from Years 1–6 to be at, or above the expected standards in Writing, Reading, Speaking and Listening and Number by 2015. Of that 95%, at least 30% of students to be performing above the expected standard in all the above-mentioned areas. At least 95% of all students deemed capable to progress at least 1 progression point annually in all aspects of Literacy and Numeracy. • Increase the proportions of students in the top two NAP Bands by 10% for each Year 3 cohort by the time the students reach Year 5. • That the mean Year 3 to Year 5 matched cohort growth in NAPLAN Literacy and Numeracy equals or exceeds the state's mean growth. 	<ul style="list-style-type: none"> • Continue to build the capacity of all leaders and teachers in effective Literacy, Numeracy and Inquiry teaching. • Build a culture of high expectations for all stakeholders in the school. • Develop school-wide practices for effective teaching and learning in Literacy, Numeracy and Inquiry.

<p>Student Engagement and Wellbeing</p>	<p>To deepen and strengthen students' sense of connectedness to school and peers and promote a strong sense of engagement in their learning.</p> <p>To increase student attendance and punctuality and the monitoring of absenteeism.</p>	<ul style="list-style-type: none"> • By 2015, decrease the average student absences to at least 10, below the current state mean. • Increase all measures in the parent and staff opinion surveys to reach the 60th percentile by 2015. • Increase the <i>student relationships</i> and <i>teaching and learning</i> measures on the Student Attitudes to School Survey to at least the 60th percentile for whole-school measures respectively over the course of the 2013-2016 School Strategic Plan. 	<ul style="list-style-type: none"> • Continue to build the resilience of all students with the development of strategies to improve student safety and student distress. • Build a culture of high expectations for all stakeholders in the school. • Develop school-wide practices for effective teaching and learning. • Continue and review proactive strategies of monitoring attendance in a systematic way.
<p>Student Pathways and Transitions</p>	<p>To continue to improve the transition process for students and their families into, through and out of the school with a particular focus on pathways through the school.</p>	<ul style="list-style-type: none"> • Parent satisfaction as measured by the <i>transition</i> variable on the Parent Opinion Survey to be improved to reach the 60th percentile during the next strategic planning period. 	<ul style="list-style-type: none"> • Refine and strengthen effective transition for all students entering the school and from year to year. • Refine and strengthen effective transition for all students as they exit the school from Year 6 to go on to Year 7.

SCHOOL STRATEGIC PLANNER 2013 - 2016 INDICATIVE PLANNER

<p>Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)</p>	<p>Actions</p>		<p>Achievement Milestones (Changes in practice and behaviours)</p>
<p>Student Learning</p> <ul style="list-style-type: none"> • Continue to build the capacity of all leaders and teachers in effective Literacy, Numeracy and Inquiry teaching. • Build a culture of high expectations for all stakeholders in the school. • Develop school-wide practices for effective teaching and learning in Literacy, Numeracy and Inquiry. 	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Deepen and strengthen teachers' knowledge of explicit teaching pedagogy, particularly English, Maths and Inquiry based model by sharing best practices and professional learning. Support collaboration and teacher reflection on practice through coaching, school visits and external PD. ▪ Introduce peer observation in classroom to share expertise and build pedagogical practice. ▪ Begin to familiarise staff with the new Australian Curriculum. ▪ Review planning documents and processes to identify opportunities to differentiate for individual students. ▪ Use PLTs to increase school moderation to ensure that teacher judgements against AusVels are consistent across all levels and ensure students are achieving adequate progressions. ▪ Using quality tasks to show student progress and higher order thinking. ▪ Collaboratively develop lists of roles and responsibilities to improve role clarity and accountability. 	<ul style="list-style-type: none"> ▪ Coaching sessions are regular practice for all teaching staff. ▪ Staff using observation notes to build pedagogical practice and have professional conversations in PLTs. ▪ Planning linked to AusVels. ▪ Staff planning documents and procedures identify students in need of extension or support and show differentiated planning. ▪ Regular fortnightly PLTs with focused discussion of student moderation following POP (Puzzles of Practice) protocols. ▪ Student Learning journals created with tasks completed from each curriculum area which are shared with parents each term. ▪ Creation of shared Roles and Responsibilities list and discussed during PDP process. ▪ Creation of 'non-negotiable' list of expected school practice. ▪ Teachers benchmarking using Fountas and Pinnell mid-year. ▪ Use PLTs to discuss POP related to student work and to build teacher capacity
	<p>Year 2</p>	<ul style="list-style-type: none"> ▪ Review assessment schedule to identify effective methods to triangulate data. ▪ Extend Student Learning Journals to incorporate ICT. ▪ Review of planning documents to ensure accountability and 	<ul style="list-style-type: none"> ▪ Assessment schedule reviewed and modified, with specific assessments highlighted to ensure triangulation of data shown in teacher planning. ▪ Student Learning Journals have an electronic component shared on

		<ul style="list-style-type: none"> further differentiation. Teaching and Learning Coaching linked to a teacher's point of need. 	<ul style="list-style-type: none"> Ultraset or web. Teacher and Educational Support Staff planning documents show learning plans that identify students requiring extension or extra support.
	Year 3	<ul style="list-style-type: none"> Introduction of electronic Student Learning Journey Journals. elearning plan reviewed. 	<ul style="list-style-type: none"> elearning plan finalised.
	Year 4	<ul style="list-style-type: none"> Review and refine 	
<p>Student Engagement and Wellbeing</p> <ul style="list-style-type: none"> Continue to build the resilience of all students with the development of strategies to improve student safety and student distress. Build a culture of high expectations for all stakeholders in the school. Develop school-wide practices for effective teaching and learning. Continue and review proactive strategies of monitoring attendance in a systematic way. 	Year 1	<ul style="list-style-type: none"> Develop further student leadership opportunities for all students to increase their personal learning and organisation. Implement a more extensive Lunchtime Clubs Program. Continue to improve the school's website to include students' successes and achievements. Track and analyse student attendance at regular intervals and clarify staff roles for following up on student absences. 	<ul style="list-style-type: none"> Timetable created to rotate the Year 5/6 students to run assembly. Create IT student leaders who support the assembly presentation through electronic media. Use the 'Train the Trainer' model to increase ICT skills of students and staff. Creation of Lunchtime activities timetable that uses Year 5/6 to run an activity once a week. Creation of Student Mediators in the yard and the Friendship Chair. Each class to have their own page on the school web site which has at least two entries per term. Absence data put in newsletter at least each month. Articles written in newsletter about 'It's Not OK to Be Away' strategies. Reward given for students each term with 100% attendance. Begin to document staff protocols to track student absences.
	Year 2	<ul style="list-style-type: none"> Review and modify the Inquiry Units, checking for open ended tasks that are engaging and link to the new Australian Curriculum. Develop processes and expectations to further update school website. Further develop rich, intellectually challenging tasks for the Student Learning portfolios. 	<ul style="list-style-type: none"> A 2 year cycle of Inquiry Units created, using the Inquiry model that offer intellectually challenging open ended learning tasks. Use student leaders to update class pages on the school website and upload student work. At least two tasks per term are to be self-assessed by students Completed student absence tracker included in Staff Induction booklet.
	Year 3	<ul style="list-style-type: none"> Continue to implement and embed the consistent whole-school Behaviour Management Plan. 	<ul style="list-style-type: none"> Continue to implement school based surveys for parent, student and teacher focus groups about school climate, student wellbeing and teaching and learning effectiveness at least once a year.
	Year 4	<ul style="list-style-type: none"> Review and refine 	
		Year 1	<ul style="list-style-type: none"> Extend links with Kinder communities. Develop and strengthen the Parent Helpers' program at all levels across the school. Refine transfer of student information and academic records to the next year's teacher. Use the school's website to inform parents and the local growing community of Transition information and processes.
	Year 2	<ul style="list-style-type: none"> Review current levels of satisfaction with induction and transition procedures by seeking feedback from staff, parents and students local pre-school settings and Secondary settings. 	<ul style="list-style-type: none"> A feedback process in place that outlines staff induction and transition procedures.
	Year 3	<ul style="list-style-type: none"> Review and document a process of school orientation and induction for all new students and their families who join the school community. 	<ul style="list-style-type: none"> Document developed outlining process for induction of new students to the school.
	Year 4	<ul style="list-style-type: none"> Explore opportunities to improve links with Secondary settings by building common understanding of pedagogy, assessment tasks and community expectations. 	
<p>Student Pathways and Transitions</p> <ul style="list-style-type: none"> Refine and strengthen effective transition for all students entering the school and from year to year. Refine and strengthen effective transition for all students as they exit the school from Year 6 to go on to Year 7. 	Year 1	<ul style="list-style-type: none"> Extend links with Kinder communities. Develop and strengthen the Parent Helpers' program at all levels across the school. Refine transfer of student information and academic records to the next year's teacher. Use the school's website to inform parents and the local growing community of Transition information and processes. 	<ul style="list-style-type: none"> Offer Kinder Parent information session at mid-year. Invite local feeder kinders to attend school events. Eg. Concert items, story time. Provide a Parents Helpers program at the beginning of the year and a THRASS information night. Set aside one Staff Meeting at the end of year and one in Week three to discuss specific student needs and successful strategies. Identify students below and above expected AusVels levels. Updating Transition program dates on website. Promote our school at local new housing estates. Transfer Year 6 end of year data to Secondary Schools via Student Mapping Tool Consistent updating of Individual Student Writing Assessment book (purple book).
	Year 2	<ul style="list-style-type: none"> Review current levels of satisfaction with induction and transition procedures by seeking feedback from staff, parents and students local pre-school settings and Secondary settings. 	<ul style="list-style-type: none"> A feedback process in place that outlines staff induction and transition procedures.
	Year 3	<ul style="list-style-type: none"> Review and document a process of school orientation and induction for all new students and their families who join the school community. 	<ul style="list-style-type: none"> Document developed outlining process for induction of new students to the school.
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