

School Strategic Plan for San Remo Primary School Gippsland region 2013-2016

Endorsement by School Principal	Signed..... (Principal's signature) Name: Karen Bowker Date: December 2012
Endorsement by School Council	Signed..... (School Council President's signature) Name: Scott Swanwick Date: December 2012
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name: Alex Greenwell Date: December 2012

School Profile

Purpose	<p>This is a first draft copy of our purpose. This will be developed and refined in the first year of our Strategic Plan.</p> <p><i>At San Remo Primary School we are a learning community of students, teachers, support staff, parents, carers and the broader community. We foster a desire to learn and for individuals to take personal responsibility for their learning and behaviour. We instil in each child a sense of their worth and value their emotional, social and intellectual growth. We encourage resilience, the ability to bounce back when things don't go as planned, as students become independent thinkers and learners. We respect other learners. Our students will be equipped with literacy, numeracy and life skills. Yes, our school is about attitudes, skills and knowledge!</i></p> <p><i>We provide a rich environment that caters for the individual learner and caters for individual learning styles aiming to match the needs of each student. Real life activities provide a stimulating learning space to engage learners. Questioning is used to gain clarity and get children to become deeper thinkers. Classrooms are places where genuine enquiry can occur. Thoughtful and thorough planning by the teachers and the support staff is a key component to our successful program. Technology is an integral part of each teaching and learning classroom.</i></p> <p><i>Our school provides time for considered and thoughtful PRPs for teachers to set personal goals and receive feedback. Challenge is welcomed as teachers also value the opportunity to learn and grow professionally. Our classrooms are open places where we can learn and give critical feedback to inform our teaching practise. Our Principal, office staff, ESOs and teachers are valued for their role at school and each person's professional goals are catered for.</i></p> <p><i>In our school we have qualified and positive staff members who have an extensive working knowledge of curriculum and add to our culture of collaboration and open communication. They are committed to professional excellence .We share our expertise, best practise, ideas and resources. Teachers are committed to remaining knowledgeable about curriculum and educational theory by participating in a range of professional development. PD is shared with all staff when an individual returns to school. There is a focus on what we consider important. We value our meetings and have them consistently with agendas given pre-meeting. This takes place in small groups in the different sections of the school and across the school.</i></p> <p><i>Our school uses formative assessment as an integrated part of learning so that both teachers and students understand what to do next to make progress. We achieve this by self-assessment, using rubrics, filming students at work or creating digital portfolios and analysing work samples. We moderate assessment tasks across the school to provide an F-6 picture and improve consistency. It is the responsibility of the team to use this assessment to guide and plan for teaching and learning. The teaching staff will have clear expectations of lessons and the planned learning which is communicated to the class eg. WALT and WILF [We Are Learning To and What I'm Looking For]. Summative assessment is done at the conclusion of units of work</i></p>
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Values	<p>The following core values have been agreed upon by our school community. In our first year of our strategic plan we will be developing these values to reflect what they mean at our school.</p> <ul style="list-style-type: none"> • Respect • Responsibility • Valuing relationships • Connectedness
Environmental Context	<p>San Remo Primary School was first opened on March 26th, 1874. It is situated in the San Remo township, at the eastern entrance of Westernport Bay, approximately 135 kilometres from central Melbourne. It has a long tradition of serving the local communities of San Remo and Phillip Island. The school was moved to its existing site in 1948.</p> <p>Students attending San Remo Primary School come from varied family backgrounds. Historically, families in the area have come from fishing and farming background however in more recent years the area has become a desirable place to live for people from a broader variety of backgrounds. Some family members commute to Melbourne for work, other families are self-employed in a range of businesses in the area. The school attracts students from the township of San Remo to Bass on the mainland and from Phillip Island. Our School Family Occupation (SFO) is 0.51</p> <p>We are a community minded school and became a KidsMatter school in 2012. There are no buses used at the school which means that most parents drop off and pick up children from school each day, creating the opportunity for social interaction. Our facilities, whilst older than other schools in the area, are well maintained, neat and meet the needs of our community. We are extremely well resourced and have a strong focus on Information Computer Technology (ICT) with interactive whiteboards in every classroom, computers in each classroom as well as netbooks and notebooks for the children to use. Our grounds are very well maintained with native and bird attracting plants a feature.</p> <p>We are fortunate to share the San Remo Recreation Centre that is adjacent to our school and have daily use of this facility. Assemblies, Physical Education classes, Perceptual Motor Program (PMP), special theme days, performing and visual arts program all utilise this venue. Whilst we cater to all curriculum areas, including specialist subjects of Physical Education, Art, Music and MARC Van, we also offer extra curricula activities such as grades 3-6 sport, bike education, swimming, a camp program from grade 3 to grade 6 and strong transition programs for both kindergarten and grade 6 students as well as between grade 1 to 5.</p> <p>Our staff structure combines experienced and graduate teachers who are all passionate about teaching and learning</p>

	<p>and continue to develop their knowledge through targeted professional development. Staff are dedicated to the children in their care and share and support each other within the school. Student wellbeing is a priority at San Remo Primary with teachers sharing responsibility for all. We currently have 7 grades operating in 2013, and with enrolments steadily increasing since 2007, we are expecting the growth to continue.</p>
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Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> To improve student Interdisciplinary learning skills; communication creativity thinking processes and use of ICT To improve numeracy standards 	<ul style="list-style-type: none"> To develop an agreed and viable Mathematics curriculum where 85% of students achieve at or above State benchmarks. The proportion of students to achieve above State Mean in Writing and Number to be 10% or above F – 6. All data sets will place student achievement in Literacy & Numeracy within or above the SFO predicted range. 	<ul style="list-style-type: none"> Build the practices for using data (evidence) in monitoring student learning and whole school performance Strengthen teacher’s capacity to personalise learning through formative assessment and curriculum differentiation, with a strong focus on developing students’ personal learning skills Build the school’s practices for the integration of ICT with a focus on using a range of technologies.
Student Engagement and Wellbeing	<ul style="list-style-type: none"> Strengthen students’ social and emotional learning. 	<ul style="list-style-type: none"> To improve the Student Safety and Student Motivation variables on Parent Opinion Surveys (to 5.3) Increase Attitudes to School Survey variables - School Connectedness to at or above 4.5 KidsMatter online survey to be completed by all staff and random sample of parents. All variables to be at or above average. 	<ul style="list-style-type: none"> Build staff capacity, particularly to differentiate the curriculum through personalised pathways and 21st century capabilities Develop and embed a common vision among students, parents and staff Foster high quality leadership at all levels
Student Pathways and Transitions	<ul style="list-style-type: none"> To strengthen students’ learning transitions 	<ul style="list-style-type: none"> Improve Parent Opinion Survey variables, Transitions to at or above state benchmark. Increase the Attitudes to School Survey variable- Student 	<ul style="list-style-type: none"> Build relationships through developing a positive and active social development program. Continue to ensure that school transitions from Kindergarten to

		Motivation to at or above 4.6	Foundation, grade 6 to Secondary Colleges and grade 1-5 prepare students socially, emotionally and educationally.
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School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<ul style="list-style-type: none"> • Build the practices for using data (evidence) in monitoring student learning and whole school performance • Strengthen teacher’s capacity to personalise learning through a strong focus on curriculum differentiation and developing students’ personal learning skills • Build the school’s practices for the integration of ICT with a focus on using a range of technologies to create new mediums and to develop the ability to solve complex problems 	Year 1	<ul style="list-style-type: none"> ▪ Develop assessment practices and whole school data collection protocols that inform teaching and learning, specifically Formative Assessment ▪ Re-introduce role of PLTs in establishing the ‘where to next’ in student learning ▪ Develop a numeracy continuum from F-6 using AusVELS to inform teaching and learning of number ▪ Continue with whole school focus on ICT use within classrooms and the implementation of the Ultranet 	<ul style="list-style-type: none"> ▪ PLTs established in P/1/2, 3/4 and 5/6 area. Meetings timetabled on a fortnightly basis ▪ Numeracy continuum developed and implemented F-6 ▪ Assessment practices and school data collection reviewed, policy developed and implemented for 2014
	Year 2	<ul style="list-style-type: none"> ▪ Enhance the capacity of teachers in the use of data to inform curriculum differentiation. Use on line testing programs to establish point of need ▪ Develop systems for enhancing the capacity of all staff in the planning, teaching, assessing and reporting of numeracy ▪ Increase opportunities for students and staff to reflect on their learning through timetabling regular peer observations ▪ ICT continuum to be developed F-6 using AusVELS to inform teaching and learning 	<ul style="list-style-type: none"> ▪ Assessment schedule reviewed and implemented. Results for individual students electronically tracked. ▪ Formative assessment used in PLTs to establish individualised learning at point of need ▪ Peer observations conducted once a term ▪ Appraisal and recognition data in Staff Opinion survey to be at or above state benchmark ▪ ICT continuum developed and implemented
	Year 3	<ul style="list-style-type: none"> ▪ Review assessment of student achievement against the introduction of AusVELS, with particular focus on 	<ul style="list-style-type: none"> ▪ Moderation of student work completed each term F-6 ▪ Student goals and evaluation of said

		<p>moderation and the use of work samples</p> <ul style="list-style-type: none"> ▪ Differentiate the curriculum to ensure that the learning needs of all students are met in a systematic and evaluated manner ▪ Ensure that students engage in meaningful goal setting and identify ways of achieving these goals and identifying achievement in each of the major areas ▪ Establish structured goals and feedback processes for peer observations 	<p>goals completed each term and recorded in Ultraset to be shared with families</p> <ul style="list-style-type: none"> ▪ Structured goals and feedback for teacher peer observations implemented
<ul style="list-style-type: none"> • Build staff capacity, particularly to differentiate the curriculum through personalised pathways and 21st century capabilities • Develop and embed a common vision among students, parents and staff • Foster high quality leadership at all levels 	Year 4	<ul style="list-style-type: none"> ▪ Identify the needs of all students and develop relevant learning plans in order to challenge their learning ▪ Improve teacher capacity to understand the potential of ICT to enhance learning, both in groups and individually ▪ Evaluation of the numeracy continuum F-6 	<ul style="list-style-type: none"> ▪ All staff complete ICT assessment to determine pedagogical needs in this area. Professional development schedule to reflect needs. ▪ Numeracy continuum evaluated
	Year 1	<ul style="list-style-type: none"> ▪ Develop and embed a common vision and values among students, parents and staff ▪ Ensure that all staff are trained in Restorative practices ▪ Embed the implementation of the KidsMatter framework as a whole school approach, introduce the 'Bounce Back' program to enable students to be more resilient, confident and successful. ▪ Clarify the roles and purpose of the leadership team 	<ul style="list-style-type: none"> ▪ Vision and values completed and displayed in all classrooms and around school ▪ All staff trained in Restorative Practice end term 2 ▪ KidsMatter survey completed by all staff and actions initiated as indicated by survey ▪ Role Clarity in Staff Opinion Survey to be at or above state benchmark ▪ Introduction of Bounce Back program

	Year 2	<ul style="list-style-type: none"> ▪ Consistent use of ILPs (Individual Learning Plans) for students with social, emotional and academic needs. ▪ Utilise the Ultranet consistently across the whole school ▪ Review student opinion data trends related to student engagement and conduct forums with student groups. 	<ul style="list-style-type: none"> ▪ ILP's written for all children with social, emotional and academic needs ▪ Forums conducted with student groups F-6
	Year 3	<ul style="list-style-type: none"> ▪ Build practices for students to increasingly take greater responsibility for their own behaviour ▪ Build the practices to strengthen student voice ▪ Continue to enhance ICT use in each classroom with a variety of multimedia tools 	<ul style="list-style-type: none"> ▪ Restorative Practice used on all student issues ▪ Student forums held each term
	Year 4	<ul style="list-style-type: none"> ▪ Engage parents in the development and monitoring of the student management practices ▪ Review effectiveness of Kidsmatter initiative and Bounce Back program ▪ Maintain the investment in ICT and continue to invest financially in equipment that has the potential to enhance student engagement and connectedness to school 	<ul style="list-style-type: none"> ▪ Student management policy reviewed with input from all concerned parties ▪ All welfare programs and initiatives reviewed and implemented
<ul style="list-style-type: none"> • Build relationships through a positive and active social development program. • Continue to ensure that school transitions from Kindergarten to Foundation, grade 6 to Secondary College and grade 1-5 prepare students socially, emotionally and 	Year 1	<ul style="list-style-type: none"> ▪ Focus on the development of a clear set of protocol and processes to support all learning transitions, at each grade level ▪ Continue to develop liaisons with local pre-schools and Secondary Colleges to ensure a positive start for students 	<ul style="list-style-type: none"> ▪ Transition program implemented ▪ Continued positive liaisons with kindergarten and Secondary Colleges by prep and grade 6 teachers ▪ Kinder visits by prep teacher from term 2 and kinder children visits to begin term

educationally.		<ul style="list-style-type: none"> Develop kinder transition program beginning term 2 with teacher visits and kinder children visits beginning term 3 	3
	Year 2	<ul style="list-style-type: none"> Ensure that intra-school transition activities for each grade level reflect the student's social, emotional and academic readiness for change Consolidate the culture of shared responsibility for all students 	<ul style="list-style-type: none"> Social, emotional and academic programs used to ensure grade 1-5 transitions are positive for all students
	Year 3	<ul style="list-style-type: none"> Review the current processes for student transition into, through and out of the school Develop F-6 whole school activities and programs 	<ul style="list-style-type: none"> Review and implement revised protocols for F-6 transition F-6 activity days implemented each term
	Year 4	<ul style="list-style-type: none"> Review Buddy program Continue to develop staff student relationship F-6 Review transition program incorporating students, parents and staff 	<ul style="list-style-type: none"> Buddy program reviewed and implemented Transition variable in Parent Opinion survey increase to at or above state benchmark