San Remo Primary School
No. 1369

School Strategic Plan
2009 -2012

| Endorsement by School Principal | SIGNED………………………………………
| NAME: Karen Bowker
| DATE……………………………………… |

| Endorsement by School Council | SIGNED………………………………………
| NAME: Sonya Neal
| DATE……………………………………… |
| School Council President signs indicating that the School Strategic Plan has been endorsed by School Council |

| Endorsement by Regional Director (or nominee) | SIGNED………………………………………
| NAME: Michonne van Rees
| DATE……………………………………… |
## School Profile

### Purpose
At San Remo we aim to empower each child to reach their highest potential academically, emotionally, socially and physically; and to develop a passion for learning, now and in the future. We encourage students to engage successfully in the wider community through an atmosphere of mutual respect and cooperation.

### Values
Through an environment where honesty, team work and individuality are embraced we promote the;

- Ability to cope with the challenges that life presents;
  - persistence
  - resilience
  - confidence
- Empower students to be the best they possibly can by encouraging;
  - determination
  - organisation
  - responsibility
- Develop social competence;
  - compassion
  - respect
  - tolerance
- Students to strive to achieve their academic potential;
  - self discipline
  - excellence
  - creativity
San Remo Primary School was first opened on March 26th, 1874. 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.

Students attending San Remo Primary School come from varied family backgrounds. Historically, families in the area have come from fishing and farming backgrounds but 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 0.48 with approximately 50% of families receiving the Educational Maintenance Allowance (EMA).

We are a community minded school with strong parental involvement a feature of our school. There are no buses used at the school which means that 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. Our grounds are very well maintained with native and bird attracting plants a feature. Each year we are part of the Schools Garden Awards and receive recognition for our gardens within the school.

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, our whole school musical production and arts festival 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 camping program from P-6 and strong transition programs for both kindergarten and grade 6 students.

Our staff structure combines experienced and graduate teachers who are all passionate about education. Staff are dedicated to the children in their care and share and support each other within the school. Performance and Development Accreditation was achieved at the beginning of 2008. We currently have 6 grades operating in 2008 with student enrolments expected to increase over the next four years.
The physical location of the school within the community gives us the opportunity to develop strong community links with the local aged care facility, kindergarten, neighbouring schools and community groups. Whilst some of these links are already strong there is the opportunity for further development. We are a growing school with enrolments increasing over the last 3 years and continuing to grow. Whilst this does cause some challenges with facilities and class demographics each year, it also opens potential for future growth. We are known for the community atmosphere and caring nature that a smaller school can offer. As a growing school it is important to maintain the positive and caring culture.

It is a positive and exciting time for the students, teachers and families of San Remo Primary School.
## Strategic Intent

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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</thead>
</table>
|                  | To improve student learning outcomes for number.                      | ▪ At least 85% of students to achieve at or above the expected Victorian Essential Learning Standards for writing by 2011  
▪ At least 85% of students be at or above the expected spelling level according to SA Spelling testing levels  
▪ At least 85% of students to achieve at or above the expected Victorian Essential Learning Standards for number by 2011  
▪ Improved levels of parent satisfaction indicated by higher mean scores for school climate variables as measured by the parent opinion survey by 2011 | 1) Improve the learning and teaching approaches in  
a) English; writing and associated spelling  
b) Mathematics; strategies and working mathematically  
2) Continue to develop accurate assessment of student achievement and progress  
3) ICT to become embedded in teaching practice                                                                |
|                  | To improve student learning outcomes for writing, and the associated spelling standards. |                                                                                                                                                                                                                                                                  |                                                                                                               |
| **Student Engagement and Wellbeing** | To provide a safe and welcoming school environment that encourages positive wellbeing and fully engages students in their learning. | • Improved variable scores for the student survey connectedness to peers variable by 2011  
• Improved scores for the student safety, classroom behaviour and connectedness to peers variables for the parent opinion survey by 2011 | 1) Reevaluate the personal and social education program.  
2) Promote school programs, including wellbeing, social skills and SRC to highlight children’s involvement and achievements. |
| **Student Pathways and Transitions** | To develop an improved student transition program with a focus on the move of year 2 students to year 3 and year 6 students to secondary college. | • Improved level of parent satisfaction with student transitions indicated by higher mean scores as measured by the parent opinion survey by 2011.  
• To improve the transfer of student achievement at the beginning of each year | 1) Ensure that transition between grades in the school is a smooth progression step with achievements leading continuous development from year to year.  
2) Continue to foster strong transition programs between Kindergarten/Prep and grade 6/Secondary College. |
**Key Improvement Strategies**  
(Prioritised KIS across the three student outcomes areas)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Professional Leave (TPL) – Focus on writing and associated spelling</td>
<td>Implementing writing and spelling continuum developed through the TPL across all grade levels.</td>
<td>Review of writing continuum</td>
<td>Mentoring and feedback process for all staff to be reviewed.</td>
</tr>
<tr>
<td>Teaching &amp; Learning Coaches – Mathematics focus 3-6</td>
<td></td>
<td>Review mathematics resources; are there adequate resources for each classroom to implement mathematical programs in each grade?</td>
<td>Analysis of writing data to determine growth over 3 years ie. NAPLAN and value added data</td>
</tr>
<tr>
<td>Review assessment and evaluation schedule</td>
<td></td>
<td>Investigate mathematical operations and teaching strategies throughout the school</td>
<td>Analysis of mathematics data; strategies and working mathematically to determine value added growth</td>
</tr>
<tr>
<td>ICT plan; Timetabled ICT component in staff meetings/ epotential revisited/ attendance at ICT district meetings/ access to Regional staff and mentoring</td>
<td></td>
<td>Review writing and spelling continuum</td>
<td></td>
</tr>
<tr>
<td>Involvement in the AGQTP Mathematics PD in South Gippsland</td>
<td></td>
<td>ICT plan reviewed</td>
<td></td>
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<td></td>
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</tbody>
</table>
| 1) Improve the learning and teaching approaches in  
a) English; writing and associated spelling  
b) Mathematics; strategies and working mathematically  
2) Continue to develop accurate assessment of student achievement and progress  
3) ICT to become embedded in teaching practice |

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**Achievement Milestones**  
(Changes in practice and behaviours)

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<td>Best practice in writing research completed with the outcome being a whole school writing continuum</td>
<td>Writing and spelling continuum introduced P-6. All teachers integrating the continuum within their classrooms.</td>
<td>Writing continuum assessed through data and anecdotal analysis; changes made if deemed necessary</td>
<td>All staff to be involved in mentoring and feedback process through PRP</td>
</tr>
<tr>
<td>Improved teaching and learning strategies in mathematics</td>
<td>Mathematical practices consistent throughout the school</td>
<td>Mathematical resources are relevant to the teaching and learning strategies utilised within each classroom.</td>
<td>Targets set in Strategic Plan achieved</td>
</tr>
<tr>
<td>Sharing of pedagogical ‘best practice’ throughout the school through a teacher buddy program and through staff meeting presentations to staff</td>
<td>ICT embedded into all curriculum areas, increased use of Interactive Whiteboards (IWB) in each classroom</td>
<td>Interactive Whiteboards embedded in classroom use throughout all learning areas</td>
<td></td>
</tr>
<tr>
<td>All teachers to use the Assessment schedule and related assessment for their year level</td>
<td>Emails accounts for all children, correct use of email accounts throughout the school.</td>
<td>All outcomes of ICT plan 08-10 achieved</td>
<td></td>
</tr>
<tr>
<td>Increased use of ICT within the curriculum P-6</td>
<td></td>
<td>New ICT plan</td>
<td></td>
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**Re-evaluate the personal and social education program.**

1) Re-evaluate the personal and social education program.

2) Development of a promotion program to highlight the schools programs and achievements.

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**Social skills program re-evaluated and operational**

**SRC meet 2 times per term; student lead with staff support**

**Values and aims of buddy program developed and**
<table>
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<th>Year</th>
<th>Training of SRC representatives utilising Tribes training strategies</th>
<th>Re-evaluate ‘Buddy program’ with preps and grade 5/6 students; develop aims and values guidelines for the program</th>
<th>SRPS Information booklet reviewed and revamped</th>
<th>Implemented</th>
</tr>
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<td>Year 3</td>
<td>Student counsellor available for classrooms/ small groups and individual students Tribes implementation within school</td>
<td>Student counsellor presenting parent session each term</td>
<td>Social skills developed within each classroom; getting along, valuing differences, resilience focus.</td>
<td>Student Counsellor employed .4; visiting each classrooms to promote social skills, individual students seen weekly where needed (referred by parents &amp;/or teachers)</td>
</tr>
<tr>
<td>Year 4</td>
<td>Social skills program reviewed and re developed to reflect needs of students; parent &amp; staff input sought</td>
<td>Successful review of social skills program; changes implemented where necessary</td>
<td></td>
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1) Ensure that transition between grades in the school is a smooth progression step with achievements leading continuous development from year to year.

2) Continue to foster strong transition programs between Kindergarten/Prep and grade 6/Secondary college.

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<th>Year</th>
<th>Develop protocol for transferring student information / portfolios</th>
<th>Parent / Teacher meet and greet sessions introduced in term one</th>
<th>Continue to develop links between Kindergarten &amp; Secondary College eg invite Kindergarten to events, involvement in Yr 7 transition program</th>
<th>Policy for transferring student information and portfolios P-6 developed and implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Transfer of student information and portfolios completed at end of year</td>
<td>Activities to encourage a smooth transition from grade 2 to grade 3 eg sharing of resources, shared classes</td>
<td></td>
<td>Strong links continued with Kindergarten and Secondary College</td>
</tr>
<tr>
<td>Year 2</td>
<td>Whole school activity days; mixed aged groupings</td>
<td>Portfolio’s reviewed at each grade level</td>
<td>Mixed aged groupings encourage positive relationships between all students</td>
<td>Improvement in Transition data from Parent Opinion Survey (POS)</td>
</tr>
<tr>
<td>Year 3</td>
<td>Review kindergarten transition program</td>
<td>Review Grade 6 / year 7 transition program</td>
<td>Transition programs for Kindergarten – Prep &amp; Grade six – year 7 redeveloped</td>
<td>Increase in data shown in Attitudes to School (AtSS) survey; connectedness to school/ student motivation</td>
</tr>
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</table>