



School Strategic Plan for Barwon Heads Primary School Barwon South Western Region 2012-2015

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name...Darren Roskosch</p> <p>Date... 22nd December, 2011</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name...Sally Ford</p> <p>Date... 22nd December, 2011</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.....</p> <p>Date.....</p>

School Profile

Purpose	<p>Barwon Heads Primary School promotes integrity, life long learning and the attainment of excellence.</p> <p>Our core purpose is to provide the Barwon Heads community with a comprehensive primary education for all students that empowers them to reach their full academic, social and physical potential, thus providing them with ‘...a bridge to the future.’</p> <p>Our aim is to equip our students for the future – through the provision of:</p> <ul style="list-style-type: none">• high expectations• positive attitudes• diverse opportunities
Values	<p>At Barwon Heads Primary School we encourage children to take risks and think outside the square; maximising teaching and learning opportunities through innovative and alternative approaches.</p> <p>Our community values:-</p> <p>RESPECT Respect is valuing and taking responsibility for ourselves, each other, our resources and our environment. Respect is speaking to and interacting with others in a courteous manner. Respect is being honest, reliable and trustworthy.</p> <p>RESILIENCE Resilience enables children to be themselves and to be able to work and play happily within the school community.</p> <p>COMMUNITY We acknowledge the importance, and celebrate the involvement, contribution and support of our school community and the role it plays in the educational, physical and educational development of our students.</p> <p>TEAMWORK Teamwork is characterised by a sense of common purpose, shared responsibility, collaboration and mutual support which leads to productive outcomes and achievements between teachers, students and parents.</p> <p>CO-OPERATION The provision of a co-operative and friendly environment where students share the responsibility for their own learning, behaviour</p>

	<p>and health.</p> <p>EXCELLENCE Excellence is striving to achieve your personal goals and always give your personal best and being proud of your achievements.</p> <p>“YOU CAN DO IT’ Foundations – getting along, perseverance, confidence, organisation, resilience</p> <p>These values provide a framework and whole school language for the development of all relationships within the school – students, teachers, parents and the community.</p>
Environmental Context	<p>The Barwon Heads Primary School continues to serve the needs of the Barwon Heads community as it has for over 125 years, being the only school in the town. Enrolments are expected to exceed 400 in the next few years before declining then stabilizing around the low 300s in the following years due to the finite growth potential of the town and the reluctance of current residents to consider relocation due to their appreciation for the local environment and community. The school has the confidence of the town with nearly 100% of kindergarten students moving to the primary school. The staff are fully committed to the development of the learner and themselves through professional growth and continued improvement. The ‘You Can Do It’ program underpins our student well-being and welfare strategy</p> <p>Specialist Programs supporting the VELS curriculum include the Arts/Craft, Physical Education, Reading Recovery, LOTE: Indonesian, Music and Library. The school has excellent facilities with extensive grounds that provide flexibility for students to achieve their academic and social goals. All areas are resourced with current technology to support student learning for the 21st century. The school receives unprecedented support from its local community who take an active interest in the school and its programs.</p> <p>High levels of parent involvement in extra curricula activities, school events and school assemblies are consistently enjoyed and appreciated. The focus of our strategic plan will be to continue our excellent results in literacy and numeracy and further develop and engage students in programs that maximise their potential in our unique environment on the coast at the mouth of the Barwon River. Sustainability and care for our environment are key factors in our future programs, along with our continued commitment to high quality ICT, as we prepare students for life in the 21 century.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve literacy and numeracy outcomes across the school with an emphasis on Reading Comprehension, Spelling and Number and the growth from Year 3 to year 5	<p>All students deemed capable will improve in VELs scores by 0.5 or more across years one to six and by 1.0 or more at the prep level for Reading, Writing and Number.</p> <p>VELs – Increase percentage of students achieving above expected level in Reading from 56 to 65 Increase percentage of students achieving above expected level in Writing from 32 to 48 Increase percentage of students achieving above expected level in Number from 33 to 45</p> <p>NAPLAN – To achieve at or above State School Scaled score growth in areas of Reading, Writing & Number.</p>	<p>Enhance the capacity for all teachers to deliver planned, purposeful and explicit teaching that demonstrates contemporary pedagogy and high expectations for every student.</p> <p>Ensure rigour and purpose in the use of summative assessment data and an improved focus and understanding and use of formative assessment techniques.</p>
Student Engagement and Wellbeing	To provide an environment that improves students' motivation to learn.	<p>To improve Learning Confidence in Attitudes to School survey from 4.05 to 4.13</p> <p>To improve Student Motivation in Attitudes to School survey from 4.52 to 4.69.</p>	<p>Strengthen the understanding and use of personalised learning across the school.</p> <p>Build leadership capacity throughout the school and develop and embed strong distributed leadership at all levels of the school</p>
Student Pathways and Transitions	To improve the transition of students into through and beyond the school.	For all students deemed capable to achieve 0.5 or more growth in transition from Years 2-3 and Years 4-5 in reading, writing and number .	

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)
<p>Enhance the capacity for all teachers to deliver planned, purposeful and explicit teaching that demonstrates contemporary pedagogy and high expectations for every student.</p>	Year 1	<ul style="list-style-type: none"> ▪ Implement use of PCO coaching and observation and peer observation focused on e⁵ model for effective teaching. ▪ ▪ Teachers to all utilize available ICT tools, including the ultranet, to enhance student engagement. ▪ ▪ Develop and coordinate whole school literacy and numeracy plans which reflects on the key characteristics of effective literacy and numeracy teaching documents and the 6-18 month Strategy. ▪ ▪ Develop explicit teaching strategies within a whole school based approach to the teaching of spelling ▪ ▪ Increase the focus on reading comprehension across the school 	<ul style="list-style-type: none"> • All staff involved in PCO coaching and observation • All staff involved in peer observation • All staff reflect on teaching practice in relation to e⁵ model for effective teaching ▪ Timetabled release of ultranet lead users to support classroom implementation • Reference to Key characteristics documents evident in planning • Whole school literacy plan developed • Whole school numeracy plan developed • A whole school approach to spelling adopted • Implementation of the 'Words Their Way' spelling program • Student Mapping Tool to contain all relevant up to date data • Individual targets for reading comprehension created for all students
	Year 2	Continue development	Continue development

	Year 3	Continue development	Continue development
	Year 4	Evaluation and review process	Evaluation and review process
Ensure rigour and purpose in the use of summative assessment data and an improved focus and understanding and use of formative assessment techniques.	Year 1	<ul style="list-style-type: none"> ▪ Further develop the whole school assessment schedule.(assessment as, of and for learning) ▪ Track and monitor individual student progress against set targets ▪ Have students establish personal learning goals and revise regularly. ▪ Involve students in parent –teacher meetings on their progress. ▪ Review the compilation and structure of student portfolios 	<ul style="list-style-type: none"> • Teaching and Learning schedule established that focuses on student data, assessment and curriculum review and implementation. • Assessment schedule adhered to and evident in assessment discussions • Team meetings to include planning/replanning discussions • Individual targets created for all students in reading writing and numeracy aligned to VELs progression points • SPA updated regularly • All students conference to set/review/reset VELs related learning goals • Teacher performance plans demonstrate use of performance data for planning/replanning discussions ▪ Term 1 and term 3 interviews will include parents and students • Student teacher parent interviews put into practice at early year and mid -year interview • Whole school agreed approach to student assessment portfolios ▪

	Year 2	Continue development	Continue development
	Year 3	Continue development	Continue development
	Year 4	Evaluation and review process	Evaluation and review process
Strengthen the understanding and use of personalised learning across the school.	Year 1	<ul style="list-style-type: none"> ▪ Promote classroom and school based student voice forums that provide teachers and school leaders with student perspectives on classroom/school operations/curriculum. ▪ Develop Individual Learning Plans for students with specific learning needs and for those of high capacity ▪ Provide regular feedback to students in relation to their learning. ▪ Develop and document a clear plan of agreed “handover” protocols to support the transition of students from one year level to the next, including sharing of information, goals and reports [better use of data]. ▪ Regularly review cohort growth as students move through the school and track the progress of specific individuals. ▪ Review and improve the ‘Start Right’ program. 	<ul style="list-style-type: none"> ▪ JSC is established with a clear role statement and presence in the school ▪ Student Leadership revised to include leadership opportunities for all grade 6 students ▪ Introduction of peer mediation program • All students who are deemed ‘At Risk’ to have an ILP • Introduction of a school based program to cater for gifted and talented students ▪ Allocated ‘Boys in Education’ role statement ▪ Introduce and refine whole school transition day ▪ Pre-school to prep transition program implemented ▪ Networks with post primary school established ▪ Whole school agreed approach to an effective system of student information exchange ▪ ▪ Critical movement points (b/w VELs levels) documented and understood by teachers ▪ Whole school agreed approach to ‘Start right

			Program' implemented
	Year 2	Continue development	Continue development
	Year 3	Continue development	Continue development
	Year 4	Evaluation and review process	Evaluation and review process
Build leadership capacity throughout the school and develop and embed strong distributed leadership at all levels of the school	Year 1	<ul style="list-style-type: none"> ▪ Further develop the leadership skills of the Leadership Team to work in support of classroom practice. ▪ Develop clear role descriptions for all staff to improve Role Clarity. 	<ul style="list-style-type: none"> • School Improvement Leadership Team (SILT) operating with a specific role description ▪ Teaching and Learning Schedule to indicate provision of professional learning by SILT • Roles allocated to all staff in line with the responsibilities of their current classification
	Year 2	Continue development	Continue development
	Year 3	Continue development	Continue development
	Year 4	Evaluation and review process	Evaluation and review process