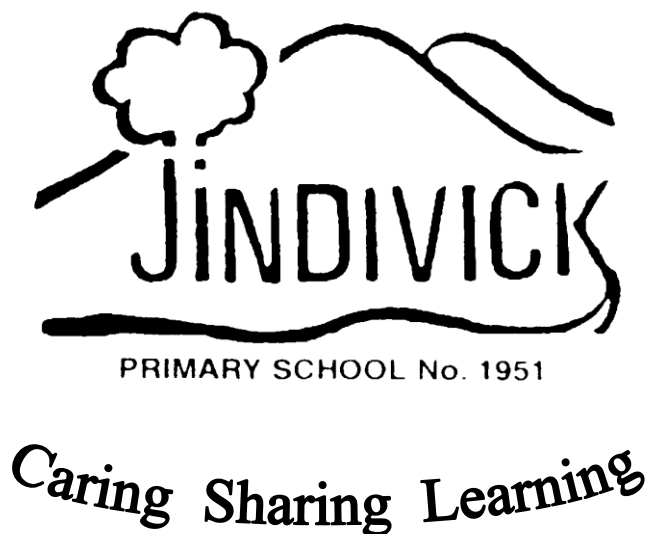


Jindivick Primary School No. 1951

School Strategic Plan 2010 - 2013



Endorsement by School Principal	SIGNED..... NAME Terry Le Lievre DATE.....
Endorsement by School Council	SIGNED..... NAME Paul Ryan DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	SIGNED..... NAME..... DATE.....

School Strategic Plan 2010 -2013

School Profile		
Purpose	Values	Environmental Context
<p>At Jindivick Primary School, we aim to develop out students to their highest level academically, socially and personally, in a pleasant, stimulating environment. An emphasis is placed on total development of the child through constant ongoing confidence building and learning activities.</p> <p>Our staff works as a team to plan and provide programs in the eight key learning areas: English, Maths, Science, Technology, Art, Health & Physical Education, Studies of Society & Environment and LOTE (Spanish).</p> <p>Jindivick Primary School offers students the opportunity to participate in a wide range of curriculum and enrichment activities that include camps and excursions, often with the local cluster as group days, swimming programs, bike education, the district bridge building competition and inter-school sports.</p>	<p>The school has established a <i>stimulating and secure learning environment</i> and has high quality <i>professional leadership</i>.</p> <p>The school has established a <i>shared vision and goals</i> which support student learning.</p> <p>A values focus based on the ‘five C’s philosophy’ (Care, Courtesy, Consideration, Cooperation, Commonsense) is encouraged across the school.</p>	<p>Jindivick Primary School is a small rural school situated around 17 kilometres North of Warragul with enrolments quite stable in recent years between 35-40 students. The school plans to modernise the original classroom during its 100th year (2009) in keeping with the extensive refurbishing that has occurred with the other two classrooms and administration area. The administration area contains a large staff room, the school office & Principal’s office, and a first aid area. The school also has an Art shed and a well equipped sports store.</p> <p>The school grounds provide excellent shade areas under large trees, some modern colourful play equipment, a covered asphalt play and assembly area, and another small asphalt area. A school oval overlooks the rural countryside and the small frog pond provides an environmental interest. There is an attractive grassy entrance area with well kept gardens and bench tables. The large school water tank is adorned with children’s art work.</p> <p>The school has three classes comprising P-1, 2- 3, and years 4- 5- 6. The principal teaches full time and the school has an ICT teacher for four hours weekly, and a .2 Music/Drama specialist. SSO staff support the specific learning needs of individual students. Jindivick has greatly enhanced its ICT facilities over the last three years. It has played a significant role in developing a sustainable approach to environmental concerns with the installation of tanks, solar hot water, and as a pilot school for Photovoltaic Cell use.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<p>1. To improve the student outcomes in English with a focus on the writing dimension across the school.</p>	<p>Targets may be set around the percentage of students across the school achieving above or below the expected VELS levels <u>based on teacher judgements</u>.</p> <ul style="list-style-type: none"> At least 90% of students across the school will <u>reach or exceed</u> the expected standards as outlined in VELS, in writing and 40% or more of students will <u>exceed</u> the expected standard in writing (A or B). Less than 10 % will be well below the expected standards in writing (D or E). A growth of at least 1 VELS level will be gained in Writing in each two years of learning from years 2-4, 3-5 & 4-6 according to teacher judgements and in VELS levels according to years 3 & 5 NAPLAN data. Less than 10% of students will be assessed as below the expected VELS levels (D or E) according to NAPLAN in years 3 & 5 in Writing. 	<p>The effective use of coaching principles to enhance teaching practice</p> <ul style="list-style-type: none"> The effective use of coaching principles to enhance teaching practice. A whole school approach to writing planning and teaching will be developed. Ensure that Teaching and learning practices reflect the differentiated needs of students at this school. Use of a range of data sets to inform teaching practice will be strengthened. Optimise the use of ICT in all teaching and learning programs. A strong focus on extending students in thinking skills. (the dimensions of the thinking domain in the Interdisciplinary strand of VELS will be the information source)
Student Learning	<p>2. To ensure that contemporary pedagogy is employed in classrooms by all teachers with an emphasis on the teaching of Writing</p>	<ul style="list-style-type: none"> A target of 75% of items on the school's "Contemporary Teaching Practices" check list will be demonstrated by all teachers. There will be less than 20% difference between genders in all of the percentile rankings in the student Attitude to School survey. 	<ul style="list-style-type: none"> The Principles of Learning and Teaching are embedded in classroom practice. The E⁵ Instructional Model is adopted in teaching practice across the school. The school will focus more strongly on the learning and social needs of girls. Active involvement of the school and its teachers in Network activities. The Performance and Development Culture is further embedded in school practice. A stronger focus on moderation activities and the use of data to inform teaching practice at a school, cluster and network levels...

<p>Student Engagement and Wellbeing</p>	<p>To ensure that the school curriculum provision is stimulating and challenging particularly for girls and for the senior students (years 4-6)</p>	<ul style="list-style-type: none"> • In the student Attitudes to School Survey have the student motivation variable increase to 4.60 or better (currently 4.18) and have the learning confidence variable increase to 4.1 or better. (currently 3.9) • In the Parent Opinion survey have the learning focus variable improve to 6.10 or better. (currently 5.95) • In the Staff Opinion Survey, have the student decision making variable increase to 3.8 or better. (currently 3.1) 	<ul style="list-style-type: none"> • Work closely with Teaching and Learning coach, ICT coordinator and curriculum coordinator as applicable to ensure teaching practice and curriculum activities engage students in their learning. • Strengthen leadership capacity and teaching practice in order to further engage students. • Further develop whole school strategies for the management of students at risk socially or academically. • Embed agreed successful Girls Education strategies across the school. • Promote strategies that establish a stronger sense of belonging (connectedness) for senior students.
<p>Student Pathways and Transitions</p>	<p>To improve each student's pathway through the school from Prep to year 6 with a focus on key curriculum level transitions and to ensure the transition to Secondary School is effective</p>	<ul style="list-style-type: none"> • Measure student satisfaction, parent satisfaction and teacher satisfaction with the transition of students through the school. • Establish baseline data in 2010 in order to monitor progress in this area. • In the Parent survey response to the transition question "My child is well prepared for the next stage in their education" will rise to 6.2 or better. (currently 5.42) 	<ul style="list-style-type: none"> • Have a strong focus on transitions from the junior to middle room and from the middle to senior room. • Ensure the Personal Learning domain from VELs is emphasised and strengthened in Curriculum Planning • Strengthen the use of data to track and monitor student academic and social progress. • Promote a high level of understanding to assist parents and students in selecting Secondary School placements

SCHOOL STRATEGIC PLANNER 2010 – 2013: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
Student learning 1. To improve the student outcomes in English with a focus on the writing dimension across the school. 2. To ensure that contemporary pedagogy is employed in classrooms by all teachers with an emphasis on the teaching of Writing	Year 1	<ul style="list-style-type: none"> ▪ Use PoLT (Principles of Teaching & Learning) as basis for staff discussion of teaching and learning approaches focussing on improving teaching practice and writing progress. ▪ Improve analysis and understanding of performance data through staff (school and cluster levels) discussions. ▪ Share and moderate children’s writing samples with other teachers within the local cluster. ▪ Upgrade ICT facilities in classrooms to provide more learning flexibility and usage opportunity for students. • Maintain a focus on writing assessment ▪ 	<ul style="list-style-type: none"> ▪ Regular cluster meetings with focuses on PoLT and E5 Instructional model. ▪ Time regularly allocated at cluster meeting for writing ideas sharing/planning/moderating of writing. ▪ Performance data regularly used to guide planning and teaching. ▪ Develop a common testing schedule across cluster schools. ▪ Senior classroom refurbished and ICT infrastructure upgraded to provide improved learning opportunities for children.
	Year 2	<ul style="list-style-type: none"> ▪ More emphasis on using Thinking skills with students across the whole school. • Teachers to regularly access VELs the dimensions of the thinking domain in VELs as an information and reference source. • The E⁵ Instructional Model is adopted in teaching practice across the school and cluster with regular meetings for discussion and sharing of ideas. ▪ Providing more opportunities for girls to be involved in learning activities that are more engaging and connective to the school and each other. ▪ Continue with sharing and moderating children’s writing samples with other teachers within the local cluster. • Maintain a focus on writing assessment ▪ Discuss and develop strategies to develop peer observations across the cluster. 	<ul style="list-style-type: none"> ▪ Children using Thinking strategies and planners as a regular classroom routine. ▪ Regular staff research, sharing and use of VELs Thinking strand at school and cluster level. ▪ Forums with girls on engagement and connection to school and each other and what activities they would like to try to improve this and introducing them. ▪ Cluster developed testing schedule and writing moderation sessions with a focus on specific writing outcomes. ▪ Cluster planning and implementation of a peer observation program across all cluster schools. ▪ Regular planning of writing focuses on a timetable of genre and activities to be undertaken throughout the year. ▪ Performance data regularly used to guide planning and teaching. ▪
	Year 3	<ul style="list-style-type: none"> • Regularly discuss and use performance data to track and monitor student academic and social progress. ▪ Continue with sharing and moderating children’s writing samples with other teachers within the local cluster. • Staff continue to explore and develop the E5 learning Model and within classrooms and learning routines. • Develop regular Ultranet learning and sharing opportunities for staff within the school. Cluster and network. 	<ul style="list-style-type: none"> ▪ Performance data regularly used to guide planning and teaching. ▪ Teacher performance plans demonstrating use of performance data, E5 and Ultranet for class planning. ▪ Staff demonstrating use of literacy and numeracy coaching ideas in classroom practice. ▪ Staff professional development sessions held on PoLT, E5 and Ultranet. ▪ Staff continuing to try range of thinking ideas in classroom and improve classroom planning and routines. ▪

		<ul style="list-style-type: none"> • Maintain a focus on writing assessment and E5 Instructional Model. ▪ ▪ ▪ 	
	Year 4	<ul style="list-style-type: none"> ▪ Review PoLT progress within classroom routines and teaching. ▪ Review E5 Instructional Model usage within classroom routines and teaching. ▪ Review cluster sharing and teacher involvement in peer observations. ▪ Review and analyse Students Attitudes to Schools Survey data with an emphasis on girl's progress. ▪ 	<ul style="list-style-type: none"> ▪ Performance data continues to be regularly used to guide planning and teaching. ▪ Children and staff regularly using ICT and thinking strategies as a part of their normal classroom routines and practice. ▪ Girl's results in student attitudes to school survey have reached goal 4.60 or better in motivation and 4.1 or better in learning confidence. ▪ Staff involved in peer observations across other schools in each semester.
<p>Student Engagement and wellbeing.</p> <p>To ensure that the school curriculum provision is stimulating and challenging particularly for girls and for the senior students (years 4-6)</p>	Year 1	<ul style="list-style-type: none"> ▪ Staff development sessions built upon PoLT with a linking to teaching and learning practice. ▪ Review student opinion data trends related to student engagement and conduct issues forums with students. ▪ Review parent opinion data trends related to student engagement and seek further information as necessary. ▪ To further develop the use of ICT within the school program thus enhancing the use of and application of ICT. ▪ ▪ 	<ul style="list-style-type: none"> ▪ Regular staff discussions on PoLT at school and cluster meetings. ▪ Teachers demonstrating extended ICT usage in their classrooms. ▪ Use of Opinion survey data by teachers to plan activities to support a positive school attitude.
	Year 2	<ul style="list-style-type: none"> ▪ Carefully review student attitude to school survey looking for trends and changes. ▪ Explore activities that link girls more positively with their learning and connections. ▪ Continue to enhance ICT uses and thinking and planning in the school classrooms. ▪ Forum with girls on their connection and engagement with the school and each other. 	<ul style="list-style-type: none"> ▪ An improvement in the attitudes to school data by girls in learning and school engagement and connection to school and each other. ▪ ICT and improved Thinking and planning skills being demonstrated by all students.
	Year 3	<ul style="list-style-type: none"> ▪ Focus on student engagement, motivation and confidence and compare with 09 base data to determine progress. ▪ Review with staff and students student behaviour management program and its effectiveness. ▪ Trial student/staff recommendations for improving student behaviour. 	<ul style="list-style-type: none"> ▪ An improvement on 09 data in engagement, connection and motivation by both boys and girls. ▪ Student feedback successfully used to improve student behaviour program. ▪ Continuing use of Opinion survey data by teachers to plan activities to support a positive school attitude.
	Year 4	<ul style="list-style-type: none"> ▪ Forum with girls on their connection and engagement with the school and each other. ▪ Implement any successful recommendations to the student behaviour program ▪ Review student, staff and parent opinion data of previous years to compare data and determine program successes and continuing areas for improvement. 	<ul style="list-style-type: none"> ▪ Each teacher's classroom demonstrating PoLT strategies in teaching. ▪ Students actively engaged in using ICT to deliver their work. ▪ Regular use of Thinking strategies and planners by students a part of their work.
	Year 1	<ul style="list-style-type: none"> ▪ Review the current processes for student transition into, through and out of school. ▪ Communicate with local pre schools and secondary schools to strengthen networks and discuss transition issues. ▪ Focus on student transition through staff, cluster and secondary transition meetings. • Measure student satisfaction, parent satisfaction and teacher satisfaction with the transition of students through the school. ▪ ▪ 	<ul style="list-style-type: none"> ▪ Network between school and local pre schools established. ▪ Review of current POP (Pop into Prep) program. ▪ Continue primary to secondary transition program with Neerim District Secondary College and other local primary feeder schools. ▪ Work with local Neerim education committee on developing education in the Neerim area. To improve overall education delivery. ▪ In Teacher satisfaction survey see an increase in teacher satisfaction in student decision making from

Student Pathways and transition

To improve each student's pathway through the school from Prep to year 6 with a focus on key curriculum level transitions and to ensure the transition to Secondary School is effective

Year 2	<ul style="list-style-type: none"> ▪ Continue school and cluster focus on student transition with it as a regular agenda item of Cluster meetings. ▪ Review current year 6 exit programs with local secondary and feeder schools. ▪ Trial whole school transition program in term 4 and seek student feedback. • Measure student satisfaction, parent satisfaction and teacher satisfaction with the transition of students through the school. ▪ 	<ul style="list-style-type: none"> ▪ Joint secondary/primary transition meetings held during term 3 and 4. ▪ Year 6 to secondary school transition program continues for all exiting year 6 students. ▪ POP program continues for preschool children. ▪ During secondary transition program school implements a whole of school transition trial as children all move up a grade for 2 days. • In the Parent survey response to the transition question "My child is well prepared for the next stage in their education" will rise to 6.0 or better. ▪
Year 3	<ul style="list-style-type: none"> ▪ A staff focus on student movement through the school with staff having meeting sessions to discuss progress and issues. ▪ Staff to study performance data to see where there may be an impact on crossing over levels. ▪ Continue to build connections and shared learning opportunities with local secondary schools. • Measure student satisfaction, parent satisfaction and teacher satisfaction with the transition of students through the school. ▪ ▪ 	<ul style="list-style-type: none"> ▪ Begin to establish electronic portfolios for each student by the end of the year. ▪ Critical movement points (between VELs levels) documented and understood by teachers. ▪ All classes participate in whole school transition program in term 4. ▪ In Teacher satisfaction survey see an increase in teacher satisfaction in student decision making from
Year 4	<ul style="list-style-type: none"> ▪ Review current school processes that assist students to move into the school at times other than prep. ▪ Evaluate transition programs and processes throughout the school and cluster. • Measure student satisfaction, parent satisfaction and teacher satisfaction with the transition of students through the school. ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ Transition processes and programs evaluated. ▪ Review use of performance data to track student movement across the various cohorts. • In the Parent survey response to the transition question "My child is well prepared for the next stage in their education" will rise to 6.2 or better. ▪