

School Strategic Plan for Colac Primary School Barwon South West region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name: Shelby Papadopoulos</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name: Eric Seabright</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name: Mrs Christine Eddy</p> <p>Date.....</p>

School Profile

Purpose	<p>Colac Primary School aims to work with our families to provide a high quality education for all students in a caring, positive and stimulating environment ensuring our students:</p> <ul style="list-style-type: none">• Develop qualities and skills of independence, problem solving, communication and creativity• Achieve high standards of literacy and numeracy• Work in a co-operative environment, sharing the responsibility for learning and behavior• Are extended to their potential by encouraging, recognizing and rewarding achievement and effort• Are responsible community members
Values	<p>The values which are central to the life of our school, guiding our policies, programs and interactions are:</p> <ul style="list-style-type: none">• Respect: To be considerate, use good manners and take special care of our school environment• Kindness: To show care and concern• Personal Best: To give your best to whatever you do• Courage: To do things even when they are difficult• Honesty: To be truthful and trustworthy• Tolerance: To accept other people's differences
Environmental Context	<p>Colac Primary School is located on Murray Street East, near the East entrance to the town of Colac which is situated in the Colac-Otway Shire. The school services the eastern residential area of Colac and rural areas of Yeo, Warncoort and Irrewarra, however students from other areas within town can and do choose to attend Colac Primary School. The 2012 Enrolment was 168 and this is expected to increase to 180 in 2013.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve learning outcomes in Literacy and Numeracy for all students at all levels Prep-Year 6.	<p><u>Teacher judgements against the VELLS:</u></p> <p>Have all students (deemed capable) make at least expected progress of VELLS (AusVELS) annually in Literacy and Numeracy.</p> <p>Reduce the percentage of students deemed below expected level for Literacy and Numeracy by 2016.</p> <p><u>NAPLAN:</u></p> <p>Increase the proportions of Year 3 and 5 students in Level 5 and 6 (Year 3) and Level 7 and 8 (Year 5) Bands respectively by 2016.</p> <p>Matched cohort data for Literacy and Numeracy to be at or above state means.</p>	<p>Develop whole-school shared teaching and learning language, understandings and practices to ensure consistency and continuity of curriculum, assessment and instruction across all year levels.</p> <p>Review and revise the Assessment Schedule to ensure it reflects informative and rigorous assessment that supports and accelerates learning – hold all accountable for the implementation.</p>
Student Engagement and Wellbeing	To promote and maximise student voice throughout the school.	<p>To maintain all variables in the 4th quartile each year 2013-2016 in the Student Attitudes to School Survey.</p> <p>To have all Parent Opinion Survey Student Behaviour and Student Engagement variables demonstrate a positive trend each year 2013-2016.</p> <p>To maintain positive feedback on the School Climate variables of the Parent Opinion Survey each year 2013-2016.</p> <p>Reduce the average number of days absent per student to below 12.0 days by 2016.</p>	<p>Foster and develop teaching and learning that promotes student ability to self-monitor and influence own learning in partnership with the teacher.</p> <p>Focus increased attention on the importance of being at school through adopting the DEECD's initiative – It's Not OK to Be Away.</p>
Student Pathways and Transitions	To ensure all students have a positive entry into school, a smooth transition across all year levels and a successful introduction to secondary education.	Parent satisfaction as measured by the Transition variable on the Parent Opinion Survey to be above 6.00 by 2016.	Continue to refine protocols to support successful entry into, through and beyond the school.

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)
<p>Student Learning</p> <p>Develop whole-school shared teaching and learning language, understandings and practices to ensure consistency and continuity of curriculum, assessment and instruction across all year levels.</p> <p>Review and revise the Assessment Schedule to ensure it reflects informative and rigorous assessment that supports and accelerates learning – hold all accountable for the implementation.</p>	Year 1	<ul style="list-style-type: none"> • Ensure all new staff members receive appropriate induction and training in all school programs and approaches and are fully trained in the Write to Read program. • Develop whole-school shared understandings of explicit teaching, and best practice through on-going staff reflection and professional learning in Professional Learning Teams • Expand the purposeful and authentic use of ICT for teaching and learning, aiming for 'cutting edge' practices. • Evaluate the current assessment schedule to ensure that assessment practices are consistent across the school. • Consolidate the use of SPA and student data to inform planning and to direct teaching and learning. • Implementation of the National Curriculum in line with Victorian timeline requirements 	<ul style="list-style-type: none"> • Write to Read imbedded into Literacy curriculum across the school. • A P-6 assessment schedule is followed throughout the school. • Technology regularly incorporated into teaching and learning across the P-2 sub-school. • Teachers will be utilising assessment data to inform planning and direct teaching and learning practices.
	Year 2	<ul style="list-style-type: none"> • Ensure all new staff members receive appropriate induction and training in all school programs and approaches and are fully trained in the Write to Read program. • Strengthen Professional Learning Teams through professional development that targets identified need in the PLT focus area. • Continue to expand the use of ICT for teaching and learning. • Continue to strengthen and broaden the moderation of student work, peer and self-assessment to enable students to better understand their own performance • Continue to support whole-school shared understandings of explicit teaching, rigour and best practice through on-going staff reflection and professional learning in Professional Learning Teams • Documentation of curriculum units in the areas literacy and numeracy that are in line with National Curriculum requirements. 	<ul style="list-style-type: none"> • Write to Read imbedded into Literacy curriculum across the school. • A P-6 assessment schedule is followed throughout the school and data used to evaluate student learning needs. • Technology being utilised as part of the Literacy and Numeracy Program with students utilising applications appropriate to their learning needs. • Curriculum documentation that is consistent across the school.

	Year 3	<ul style="list-style-type: none"> • Develop, document and implement whole school plans for Literacy and Numeracy which sit beside the Integrated Studies units, make use of the best in technology and are closely aligned to authentic assessment. • Continue to expand the use of ICT for teaching and learning. • Continue to align curriculum documentation to National Curriculum requirements • 	<ul style="list-style-type: none"> • Curriculum documentation reviewed and used to inform team planning across the school. • Teachers and students will be utilising ICT as a tool for teaching and learning that is embedded into daily practices. • National curriculum embedded into school curriculum documentation.
	Year 4	<ul style="list-style-type: none"> • Continue to develop and deepen distributive leadership in the areas of literacy and numeracy • Continue to align curriculum documentation with National Curriculum requirements. • Plan for a year of school review 	<ul style="list-style-type: none"> • Leadership structure embedded into the school structure that supports all teachers as leaders and learners within their PLT's • School review process undertaken
<p>Student Wellbeing & Engagement</p> <p>Foster and develop teaching and learning that promotes student ability to self-monitor and influence own learning in partnership with the teacher.</p> <p>Focus increased attention on the importance of being at school through adopting the DEECD's initiative – It's Not OK to Be Away.</p>	Year 1	<ul style="list-style-type: none"> • Utilise Primary Welfare Officer and Education Support Trainee to develop targeted units of work for 'at-risk' students • Register for the Victorian Prevention and Health Promotion Achievement Program • Ensure all new staff members receive appropriate induction and training in all school programs and approaches • Further deepen and explore ways to ensure richness of curriculum to engage and challenge students at all levels through authentic integration of ICT • Continue with and further strengthen creative opportunities through the arts • Embed effective practices and procedures for managing student attendance • Ensure continuity of learning for those students and families taking extended holiday leave during term time 	<ul style="list-style-type: none"> • PWO, Chaplain and trainee working together to create and trial supportive learning activities for 'at-risk' students • Policies and practices will be reviewed in line with the requirements of the Victorian Prevention and Health Promotion Program • ICT integrated into teaching and learning practices as evidenced through its incorporation into Literacy Focus Groups Foundation to Grade 2 • Specialist Art & Art Literacy program offered across the school • Attendance tracked daily and absences followed up promptly • Student leaning plans developed for students undertaking extended leave.
	Year 2	<ul style="list-style-type: none"> • Ensure all new staff members receive appropriate induction and training in all school programs and approaches • A Health and Wellbeing PLT established to introduce the Victorian Health Promoting Schools and Early Childhood Education and Care Services Framework with a focus on Physical Activity, Healthy Eating 	<ul style="list-style-type: none"> • Teaching and Learning focus on Physical Activity, Healthy Eating and Oral Health that is supported by shared expectations across the school • Attendance tracked daily and absences

		<p>and Oral Health</p> <ul style="list-style-type: none"> • Continue to further deepen and explore ways to ensure richness of curriculum to engage and challenge students at all levels through authentic integration of ICT • Continue with and further strengthen creative opportunities through the arts • Continue to embed effective practices and procedures for managing student attendance • Adopt the "It's Not Okay to Be Away" program across the school 	<p>followed up promptly</p> <ul style="list-style-type: none"> • Student attendance data will indicate that student attendance has improved from 2012 • Specialist Art & Art Literacy program offered across the school
	Year 3	<ul style="list-style-type: none"> • Ensure all new staff members receive appropriate induction and training in all school programs and approaches • Health and Wellbeing PLT to develop a whole school plan for health and wellbeing through consultation with all stakeholders including staff, students, parents and community • Review and refine the school attendance strategy utilised and continue to make explicit to students and families the strong connection between attendance and learning • 	<ul style="list-style-type: none"> • Whole school plan for health and wellbeing established and supported across the school with focus on the health priority areas of Physical Activity, Healthy Eating and Oral Health
	Year 4	<ul style="list-style-type: none"> • Ensure all new staff members receive appropriate induction and training in all school programs and approaches • Continue to review and enhance school improvement strategies in relation to student wellbeing and engagement • Plan for year of school review 	<ul style="list-style-type: none"> • School Review process undertaken
<p>Student Pathways and Transition</p> <p>Continue to refine protocols to support successful entry into, through and beyond the school.</p>	Year 1	<ul style="list-style-type: none"> • Ensure that all transition process and protocols are documented, shared and reviewed annually including the process utilised to share data between schools and other service providers • Continue to provide the buddy program for children transitioning into Foundation Level • Survey incoming families to gain feedback on transition practices • Continue to co-operate with secondary providers to facilitate transition for Grade 6 students into Year 7. 	<ul style="list-style-type: none"> • The school has well documented transition programs for both Kinder to Prep and Grade 6 to Year 7 • Parent information sessions will be held for incoming Prep families to meet with buddies and staff • Parent survey data used to inform transition program structure and delivery
	Year 2	<ul style="list-style-type: none"> • Continue to provide the buddy program for children transitioning into Foundation Level 	<ul style="list-style-type: none"> • Parent survey data used to inform transition program structure and delivery

		<ul style="list-style-type: none"> • Continue to co-operate with Colac Secondary providers to facilitate transition for Grade 6 students into Year 7 • Fully utilise the Student Performance Analyser to support staff to track student progress and share information to facilitate a smooth transition through the school 	<ul style="list-style-type: none"> • The school has well documented transition programs for Kinder to Prep and Grade 6 to Year 7 as well as at internal transition points • Teachers share information about students prior to class change over at the end of the year
	Year 3	<ul style="list-style-type: none"> • Strengthen school transition processes and opportunities to support staff working at internal transition points, with a strong focus on transition between grades 2 and 3 • Develop common teaching and assessment practices across the school to provide a whole school approach to teaching and learning that supports student transition • 	<ul style="list-style-type: none"> • Parent survey data used to inform transition program structure and delivery • Student assessment is shared and able to be analysed across the various stages of learning and students are able to work in their work groups from day one of the school year
	Year 4	<ul style="list-style-type: none"> • Continue to review and enhance school improvement strategies in relation to student pathways and transitions • Plan for year of school review 	<ul style="list-style-type: none"> • Parent survey data used to inform transition program structure and delivery • School review process undertaken