

**Carrum P.S.**  
**3385**

**School Strategic Plan**  
**2010 -2013**



<p><b>Endorsement by Acting School Principal</b></p>	<p>SIGNED.....Amanda Carmichael..... NAME.....Amanda Carmichael..... DATE.....18/11/09.....</p>
<p><b>Endorsement by School Council</b></p>	<p>SIGNED...Jenny Ridgway..... NAME.....Jenny Ridgway..... DATE.....18/11/09.....  School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p><b>Endorsement by Regional Network Leader</b></p>	<p>SIGNED..... NAME.....Cheryl Chapple..... DATE.....</p>



## School Profile

<p><b>Purpose</b></p>	<p>To provide a friendly and caring environment which generates challenging learning experiences allowing all students to reach their potential and participate as valued members of the community.</p>
<p><b>Values</b></p>	<p>Our beliefs as a school are based on the following core values – <b><i>integrity, respect, responsibility, excellence, effort, optimism and resilience.</i></b></p> <p>In our school these values are demonstrated when:</p> <ul style="list-style-type: none"> <li>• All students are encouraged to achieve their personal best in all that they do.</li> <li>• Partnerships between students, staff, parents and the wider community are fostered and valued.</li> <li>• Students, teachers and parents feel they are being treated fairly at all times.</li> <li>• Students are expected to take responsibility for their own learning and their behaviour.</li> <li>• Diversity is seen as enriching our school and is valued and respected.</li> <li>• Students have the opportunity to learn in a positive , caring environment and are encouraged to become self motivated, lifelong learners.</li> <li>• Students are encouraged to work co-operatively and collaboratively with their peers and other members of the school community and be active and responsible citizens.</li> <li>• Teaching and learning programs encourage deep understanding and a sense of the importance of learning.</li> <li>• Every student is encouraged to achieve the mastery of essential learning.</li> <li>• Students feel secure when taking challenges.</li> <li>• Success and effort are acknowledged and celebrated.</li> <li>• Students display emotional resilience across a range of experiences.</li> </ul>
<p><b>Environmental Context</b></p>	<p>Social:</p> <ul style="list-style-type: none"> <li>• Located in a mixed social demographic at the south end of the City of Kingston.</li> <li>• 43% of families are entitled to receive EMA.</li> <li>• Our school SFO index is 0.6300.</li> <li>• Housing development in the area shows increased townhouse/apartment style living.</li> <li>• There is a stable and experienced staff committed to the school.</li> </ul>

	<ul style="list-style-type: none"> <li>• After school care is offered</li> </ul> <p>Environmental:</p> <ul style="list-style-type: none"> <li>• The school is being rebuilt, incorporating large flexible learning spaces and a dedicated prep area, finishing in 2010.</li> <li>• Grounds are well established and continue to improve under the guidance of the School Council and the new school master plan. A wetlands has been incorporated into the new school surrounds.</li> <li>• The school has a commitment to environmental sustainability with programs in place to support this concept such as solar energy, recycling, composting, active travel, community and kitchen gardens and animal husbandry practices undertaken in the farmlet.</li> <li>• The school supports a healthy eating outlook, reflected in the canteen menu and the inclusion of a kitchen classroom in the new buildings.</li> </ul> <p>Educational:</p> <ul style="list-style-type: none"> <li>• Continued use of the VELS, and PoLT to support interdisciplinary learning</li> <li>• Introduction of the e5 pedagogy to drive teaching.</li> <li>• Accredited Performance and Development Culture School</li> <li>• ICT elearning plan embedded in curriculum</li> <li>• Assessment and reporting according to the Blueprint Guidelines.</li> </ul> <p>Technological:</p> <ul style="list-style-type: none"> <li>• New buildings have ICT incorporated into all spaces, with a dedicated ICT space.</li> <li>• Elearning plan developed and in place.</li> <li>• Ultrahigh speed training underway</li> <li>• Scope and sequence chart developed to support ICT development across the school</li> <li>• Targeted Professional Development across the school to increase staff ability and expertise</li> <li>• Use of Apple Macs as well as PC's to broaden ICT range of programs and operating systems.</li> </ul>
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## Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	Improve student outcomes at all ability levels in English and Maths with a focus on Writing and Number	By 2013, teacher assessment against the VELS will indicate 95% of students achieving at or above their expected standard.	Build the capacity of teachers to implement a cohesive school wide approach to the teaching and learning of writing and number.
Student Engagement and Wellbeing	Improve student engagement in their learning by utilising the physical surrounds of the new school buildings.	By 2013, student opinion data will show improvement in the mean scores for responses to well being, teaching and learning and student relationships. A school based survey will target the same responses from middle school students.	Build the capacity of teachers to implement approaches to teaching and classroom management that supports an engaging and productive learning environment, utilising the new learning spaces available.
Student Pathways and Transitions	Improve the transition of students at key points in their schooling, and implementing an induction program for new students.	By 2013, parent opinion surveys will show an improvement in the mean score for the transition variable. The school will have a documented induction program in place.	Improve the school processes and programs for preparation of students moving from Kinder to Prep, from year to year, especially from grades 2 to 3, transferring into the school and moving from primary to secondary settings.

## 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)
<b>Build the capacity of teachers to implement a cohesive school wide approach to the teaching and learning of writing and number.</b>	Year 1	<ul style="list-style-type: none"> <li>▪ Establish Professional Learning Teams with a focus on teacher assessment practices.</li> <li>▪ Develop on demand testing schedule.</li> <li>▪ Using PoLT and e5 as basis for improved teacher practices.</li> <li>▪ Enhance understanding and use of performance data through whole staff PD.</li> <li>▪ Establish PD program with external and internal mentors/coaches with a focus on writing and number.</li> <li>▪ Establish structured spelling program across school</li> </ul>	<ul style="list-style-type: none"> <li>▪ PLTs established and meeting with a focus on pedagogical issues.</li> <li>▪ Staff trialling understandings of e5 instructional model to enhance knowledge of PoLT and VELs.</li> <li>▪ Utilise On Demand testing schedule.</li> <li>▪ Undertaking PD that supports the KIS .</li> <li>▪ Evaluation of spelling program.</li> <li>▪ Data driven planning evident.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ PLTs focus on improved teacher assessment practices and clear understanding of the PoLT, VELs progression points and the e5 pedagogy.</li> <li>▪ Develop practise of regular use of achievement data to drive planning</li> <li>▪ Utilising staff expertise in the areas of literacy and numeracy coaching.</li> <li>▪ Evidence of e5 in planning for learning.</li> <li>▪ Continue PD schedule.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff using VELs progression points for assessment.</li> <li>▪ Teacher Performance plans demonstrating use of performance data for class planning.</li> <li>▪ Staff demonstrating concepts from literacy/numeracy coaching in classroom teaching practises.</li> <li>▪ E5 embedded in planning.</li> <li>▪ PD undertaken according to schedule.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ PLT focus on moderation of assessment.</li> <li>▪ Review of reporting to parents – policy and practices (including Naplan, On demand testing)</li> <li>▪ Evaluate PoLT, e5 implementation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Team moderation groups meet regularly and all student assessment shows evidence of moderation influences.</li> <li>▪ PoLT and e5 evident in planning and curriculum delivery.</li> <li>▪ Increase in parent comment section of the report returned to school.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Implement revised reporting to parents’ policy</li> <li>▪ Evaluate PD schedule.</li> <li>▪ Evaluate assessment schedule.</li> </ul>	<ul style="list-style-type: none"> <li>▪ New reporting practices introduced.</li> <li>▪ Use of parent feedback to drive reporting practises.</li> </ul>
<b>Build the capacity of teachers to implement approaches to teaching and classroom management that supports an engaging and productive learning environment, utilising the new learning spaces available.</b>	Year 1	<ul style="list-style-type: none"> <li>▪ Establish a team to plan a series of staff activities to focus on student engagement.</li> <li>▪ Staff PD focusing on both the PoLT, particularly principles 1,2 and 3 and e5.</li> <li>▪ Review student data trends relating to student engagement and conduct issues forums with student groups.</li> <li>▪ Each team to develop an ICT focus that enhances the use and application of ICT in the classroom.</li> <li>▪ Trialling different ways of using the spaces in the new buildings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching teams demonstrating ICT focus in use in their classrooms.</li> <li>▪ All staff using learning spaces in a variety of ways.</li> <li>▪ Development of student team to conduct forums.</li> <li>▪ Understanding of PoLT evident in planning and classroom delivery.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Continue embedding PoLT I and e5 into classroom teaching and learning practise.</li> <li>▪ Explore activities that engage students in their learning,</li> </ul>	<ul style="list-style-type: none"> <li>▪ All teachers using a variety of different ways of teaching / instructional delivery in the new spaces.</li> <li>▪ Junior School Council established and being included</li> </ul>

		<ul style="list-style-type: none"> <li>▪ involving current initiatives and strategies</li> <li>▪ Continue to develop different ways of using learning spaces that increase engagement in learning.</li> <li>▪ Continue to enhance ICT focus in each classroom.</li> <li>▪ Develop student decision making body.</li> <li>▪ Develop school based survey for middle school students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ in school decision making.</li> <li>▪ All teacher performance plans showing application of student engagement initiatives including utilising the new learning spaces in a variety of ways.</li> <li>▪ Survey developed and interpreted.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Staff focus on student engagement practises in staff meetings</li> <li>▪ Review of student data from grades 3-6 using school based and external sources.</li> <li>▪ Exploration of alternative student programs regarding differentiation of the curriculum.</li> <li>▪ Implementation of agreed student behaviour protocols.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff use student behaviour protocols.</li> <li>▪ Differentiation of programs evident in planning and delivery of curriculum.</li> <li>▪ All staff utilising learning spaces in a variety of ways.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Focus on student engagement and classroom management .</li> <li>▪ Revisit student surveys and compare data sets.</li> <li>▪ Differentiation of all curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Each teacher's classroom practise reflecting differentiation of the curriculum.</li> <li>▪ Survey results show continued improvement in connectedness and engagement.</li> </ul>
<b>Improve the school processes and programs for preparation of students moving from Kinder to Prep, from year to year, especially from grades 2 to 3, transferring into the school and moving from primary to secondary settings</b>	Year 1	<ul style="list-style-type: none"> <li>▪ Establish PLT with focus on student transition.</li> <li>▪ Review the current transition programs.</li> <li>▪ Visit other school to investigate programs in place.</li> <li>▪ Visit secondary school and kindergartens to strengthen ties and develop links with staff and students.</li> <li>▪ Investigate induction protocols.</li> </ul>	<ul style="list-style-type: none"> <li>▪ PLT established. Meeting schedule devised.</li> <li>▪ Programs reviewed.</li> <li>▪ Visits undertaken and findings discussed.</li> <li>▪ Visits undertaken and relationships developed.</li> <li>▪ Protocols established.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Continue student focus on student transition and induction protocols.</li> <li>▪ Revise current K-P and 6-7 transition program.</li> <li>▪ Implement 2-3 transition program.</li> <li>▪ Continue to build relationships with secondary schools and kindergartens.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transition meetings held with secondary schools, kindergartens.</li> <li>▪ Induction protocols formalised in a document.</li> <li>▪ Review of current transition practises undertaken.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ PLT focus on internal transitions within the school.</li> <li>▪ Use of student performance data to track student learning through the school, particularly at the grade 2-3 level and the grade 3-5 growth.</li> <li>▪ Trial whole school transition program in term 4.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Critical movement points documented and understood by staff.</li> <li>▪ Whole school program undertaken and evaluated.</li> <li>▪ Use of induction protocols by all staff.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Evaluation of transition protocols for new students.</li> <li>▪ Evaluation of K-P, 2-3 and 6-7 programs.</li> <li>▪ Evaluation and expansion of whole school transition program in term 4.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documentation of evaluation.</li> <li>▪ Whole school program expanded.</li> </ul>