

BARNAWARTHA PRIMARY SCHOOL NO. 1489

School Strategic Plan 2008 -2011



Endorsement by School Principal	SIGNED..... NAME: Clint Eckhardt DATE.....
Endorsement by School Council	SIGNED..... NAME: Ailsa Young 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: Stephen Brown DATE.....

School Profile

<p>Purpose</p>	<p><i>To provide a friendly and caring small school environment that is typified by challenging and futures oriented learning experiences, enabling students to develop the skills and knowledge to become active citizens of their community.</i></p>
<p>Values</p>	<p>The shared values of the school are in the process of being developed through the IDEAS program the school entered into at the start of 2007. The agreed values will be forwarded as an addendum at a later date in semester 1 2008.</p>
<p>Environmental Context</p>	<p>Barnawartha Primary School is located some 25km south of the City of Wodonga in the township of Barnawartha. The school is located on 0.7 of an acre of well kept grounds. The school community consists of a mix of social demographic which ranges from professionals through to unemployed. There are just over 50% of families who are entitled to claim the Education Maintenance Allowance. The school community consists of those who are attracted to Barnawartha by larger 'lifestyle' blocks of land and those who alternatively seek cheaper housing, rental and land. The school is situated in the Indigo Shire Council. Council indicates that Barnawartha as a township will continue to grow and develop, with new, developing industries close by contributing to the expected growth. This should indicate a steady growth in numbers for the school; however growth will be a long term outcome rather than short term. The school's master plan has been calculated on a student enrolment of 150 students, The school's staff are an extremely professional team who work well together to bring about continuous improvement. There is a good mixture of staff with some experienced staff, and other staff in the beginning or accomplished range. Over the past couple of years there has been some attrition of staff, which has lead to new staff being employed at the school.</p> <p>The school's curriculum is a strong, real life, futures oriented curriculum based on the Rich Tasks of the Queensland New Basics project. The school has worked through the redevelopment of it's curriculum through involvement in the Phase 1 Innovation and Excellence cluster. The school community is committed to the provision of it's curriculum through rich assessment tasks which have been mapped to VELs. VELs has been introduced through the rich assessment tasks and the implementation of the new Student Report Cards. The school has sought Performance and Development accreditation in the second half of 2007.</p> <p>Through two successful Investing in Our Schools grants the school has been able to provide up to date Information and Communication Technology hardware and software. Electronic Whiteboards have been installed in all classrooms, and a bank of Lap Top computers is available for classroom sessional use. The school has also invested heavily in ICT with classroom computers providing a ratio of less than 1:3. All staff are extremely computer literate, and ICT is used as a tool integrated into all curriculum areas.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve Literacy with a focus on Writing and Spelling.	<ul style="list-style-type: none"> • At least 85% percentage of students to achieve at or above the expected Victorian Essential Learning Standards for writing by 2010. • For each student to be performing at the expected level in the goal areas of writing and spelling against the continuum, including VELS as specified in the student's individual learning plan. • At least 75% percentage of year 3 and 5 students to achieve at or above the expected Victorian Essential Learning Standards for writing and spelling by 2010 according to AIM data. • Improve the matched cohort (from year 3 to year 5) results in AIM data by an average of 0.9 or greater. 	<ul style="list-style-type: none"> • Improve learning and teaching approaches with a focus on Writing and Spelling. • Implement the VELS curriculum with a focus on Writing and Spelling. • Improve teacher assessment with a focus on Writing and Spelling.
Student Engagement and Wellbeing	To improve students engagement, connectedness and motivation to learn, with a focus on student voice and student leadership.	<ul style="list-style-type: none"> • Improved mean variable score for the Attitudes to School survey in the student motivation variable, by 2010. • Improved mean scores for the connectedness to peers, student safety and student behaviour variables for the Parent Opinion and Attitudes to School Surveys by 2010. • Improved mean scores for the student motivation and student misbehaviour variables for the Staff Opinion Survey by 2010. • Improved mean scores for Connectedness to School in the Attitudes to School survey and School Improvement and Student motivation on the Parent Opinion Survey by 2010. • Improved data for parents, students and staff in 	<ul style="list-style-type: none"> • Implement the speaking and listening dimensions of the VELS. • Develop the curriculum to improve student voice and student leadership. • Establish opportunities for students to be involved in genuine decision making focussing on continuously improving student outcomes. • Develop a common school vision and lived values.

		relation to school outcomes in the IDEAS Diagnostic Inventory by 2010.	
Student Pathways and Transitions	To improve student transitions into, through and from the school.	<ul style="list-style-type: none"> • Improved level of parent satisfaction with student transitions indicated by higher variable mean scores as measured by the parent opinion survey by 2010. • Improved mean scores for the connectedness to peers variable as measured by the student opinion survey by 2010. 	<ul style="list-style-type: none"> • Continue to develop an improved preschool to prep transition program. • Develop an improved year 6 to secondary college transition program in conjunction with the Wodonga Urban Cluster.

Addendum

Note: This addendum has been included to elaborate on the Key Improvement Strategies in the Strategic Plan.

Goals	Key Improvement Strategies	Implementation Activities
<p>To improve Literacy with a focus on Writing and Spelling.</p>	<ul style="list-style-type: none"> • Improve learning and teaching approaches with a focus on Writing and Spelling. 	<ul style="list-style-type: none"> • Continue the Principles of Learning and Teaching P-12 (PoLT) Training Program including the online components for individual teacher development. • Develop, resource and implement ICT teaching and learning practices and program. • Engage in explicit professional development to improve the writing and spelling curriculum and pedagogy eg. Early Years Literacy, Middle Years Literacy, Literacy Leader training. • Engage in the cluster professional development for improving the learning of boys. • Share good practice with other cluster schools • Improve the strategies for the learning and teaching for high and low achieving students • Align the school’s pedagogy with the vision, values and beliefs through the IDEAS project • Align the performance and development planning structures and processes with the planned pedagogical improvements <ul style="list-style-type: none"> ○ Implement a rigorous regular feedback program for every staff member ○ Provide an effective induction program ○ Professionally develop individuals and teams
	<ul style="list-style-type: none"> • Implement the VELs curriculum with a focus on Writing and Spelling. 	<ul style="list-style-type: none"> • Focus on the improvement of writing with the associated spelling. • Fully document the English writing and spelling Barnawartha Primary School VELs curriculum. • Investigate the wide use of individual learning plans for all students. • Continued refinement of the school based and rich tasks, to ensure that VELs domains and dimensions are mapped within the school’s curriculum.

	<ul style="list-style-type: none"> • Improve teacher assessment with a focus on Writing and Spelling. 	<ul style="list-style-type: none"> • Review and rationalise the school's assessment program within the Department of Education's assessment guidelines of assessment for, of and as learning. • Create a school responsibility position for student assessment to assist with the further development of consistency in assessment across the school. • Visit other schools to view good practice. • Participate in the school cluster assessment activities. • Include a standardised testing component utilising on demand testing. • Participate in the Assessment Professional Learning Package on line modules. • Participate in assessment moderation and development of common assessment tasks with cluster school teachers. • Use the AIM year 3 and 5 individual student reports to better inform the curriculum design and to support the development of the ILP goals.
<p>To improve students engagement, connectedness and motivation to learn, with a focus on student voice and student leadership.</p>	<ul style="list-style-type: none"> • Implement the speaking and listening dimensions of the VELs. 	<ul style="list-style-type: none"> • Focus professional development to specifically improve the teaching of the speaking and listening dimension. • Seek feedback from students during the documentation of the speaking and listening dimension.
	<ul style="list-style-type: none"> • Develop the curriculum to improve student voice and student leadership. • Establish opportunities for students to be involved in genuine decision making focussing on continuously improving student outcomes. 	<ul style="list-style-type: none"> • Develop an enhanced p-6 student voice/leadership curriculum. • Investigate & implement programs that have been successful in other schools and would suit Barnawartha Primary. • Consult with students.

	<ul style="list-style-type: none"> • Develop a common school vision and lived values. 	<ul style="list-style-type: none"> • Work through the IDEAS process to develop a school vision and set of values. • Investigate and develop school wide pedagogy through the IDEAS program. • Align the student social and personal development programs with the implementation of the VELS personal and social domains. This to include investigating programs to compliment the You Can Do It program. • Through enhancement of the civics and citizenship domain, teach students rights and responsibilities and the ability to look at issues from a variety of ways and then draw sound conclusions. • Develop programs to strengthen the partnership between the school and parents to enable parents to support their children's education.
To improve student transitions into, through and from the school.	<ul style="list-style-type: none"> • Continue to develop an improved preschool to prep transition program. 	<ul style="list-style-type: none"> • The school council to form a working party to review and document the preschool to prep transition procedures. • As a part of the above to investigate and develop close relationships with ABC Child Care as well as developing other strategies to make the school known and gain enrolments. • Build the capacity of year 5 students from year to year in providing positive role modelling as buddies for new prep students.
	<ul style="list-style-type: none"> • Develop an improved year 6 to secondary college transition program in conjunction with the Wodonga Urban Cluster. 	<ul style="list-style-type: none"> • Be an active member of the Wodonga cluster of schools to develop a more effective transition policy and program. • Through the cluster of schools, share good practice and work to align the middle year's curriculum between the two Wodonga Middle Years College and the feeder primary schools.