## School Strategic Plan 2010 - 2013

### Endorsement by School Principal
- SIGNED: 
- NAME: 
- DATE: 

### Endorsement by School Council
- SIGNED: 
- NAME: 
- 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: 
## Purpose

Students at Mount Beauty Primary School become lifelong, autonomous learners, developing habits and methods which will sustain them long beyond their schooling years. This will be achieved by our commitment to providing all students with a high quality, challenging education within an inspiring, caring environment.

## Values

The values which form the basis of our actions are:- integrity, trust, respect, learning, professionalism, cooperation, self esteem.

## Environmental Context

Mount Beauty Primary School is considered a remote and rural school. Challenges that face the school in the next four years could include:

1) The balance between student enrolments and staffing requirements.
2) The balance between budgets and curriculum offered including Literacy and Numeracy intervention, assessment and reporting.
3) To continue to improve the working relationships between all education institutions in our network.
4) The ongoing decline in student oral languages when students enter Prep.

Opportunities that the school faces over the next four years includes:

1) A developed and cohesive teaching and learning team.
2) Greater awareness of the 21st teaching and learning classroom and how that shapes our school.
3) The new school building from the BER funding.
<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
</tr>
</thead>
</table>
|                  | To improve student achievement in the all key learning areas. | 90% of students in the Early Years will exceed like school and state benchmarks in the English Online Interview achieved in 2009.  
NAPLAN- 90% of students in year 3 and 5 will exceed school and national means in reading, writing, spelling, numeracy and grammar/punctuation. | Ensure staff are properly trained and resourced in the delivery of the English Online Interview.  
Continue to strengthen our usage of student records to track students on LIT and NUM performance and to ensure individual students are catered for.  
To implement the Common Curriculum practices of LIT and NUM and record management.  
Improving meaningful feedback to teachers on their pedagogy with an aim of improving teaching and learning in the classroom.  
To conduct literacy and numeracy walkthroughs.  
To strengthen our PLT learning time and to make the time more productive in teaching and learning.  
Embed E5 into curriculum and planning documents.  
Continue to improve professional skills of all teachers to deliver 21st Century pedagogy  
Use of best practice student record management and train staff where necessary.  
Implement key outcomes of School Master Plan. |
<table>
<thead>
<tr>
<th></th>
<th>To critically analyse school wide pedagogy and teaching spaces.</th>
<th>100% of teaching staff to have taken part in a school Master Plan on Pedagogy and teaching spaces.</th>
<th></th>
</tr>
</thead>
</table>
| Student Engagement and Wellbeing | To promote and maintain a positive, caring, and safe environment that encourages self-esteem, a mutual respect for others and engenders active community participation. | To have a 40% improvement in student engagement based on the attitudes to school survey data.  
To have a 40% improvement in classroom behaviour based on the attitudes to school survey  
Days absent to be no greater than the state mean at each year level by 2013. | Ensure that all teachers, parents and students are aware of our social skills program, and to continually refine this program.  
To ensure all teaching staff receive restorative justice training so that when we speak to our students we have a common language.  
To ensure that we have less then %5 unexplained absenteeism by 2013. |
| Student Pathways and Transitions | • The proportion of parents reporting satisfaction with the kindergarten to school transition and orientation program to be 95% or above by 2013.  
• The proportion of parents reporting satisfaction with the year 6 to year 7 school transition and orientation program to be 95% or above by 2013. | • Develop closer relationships with the Mount Beauty Kindergarten.  
• For our early years staff to have a clear understanding of the Kindergarten to Prep reports.  
• Develop closer relationships with Mount Beauty Secondary College and to explore the development of year 5 to 8 Professional Learning Team that meets once a month. |
<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Achievement Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ensure staff are properly trained and resourced in the delivery of the English Online Interview.</td>
<td>Training for prep to year 2 staff on English online interview.</td>
<td>All prep, year 1 and 2 staff comfortable with administrating the English online Interview.</td>
</tr>
<tr>
<td>• Continue to strengthen our usage of student records to track students on LIT and NUM performance and to ensure individual students are catered for.</td>
<td>Ongoing Staff training in student records management.</td>
<td>90% of year 3 and 5 students reaching the NAPLAN benchmarks.</td>
</tr>
<tr>
<td>• To implement the Common Curriculum practices of LIT and NUM and record management.</td>
<td>Develop whole school literacy and numeracy plans</td>
<td>For all classrooms to have an individual assessment folder that pertains to a particular year level that is signed off and agreed to by staff.</td>
</tr>
<tr>
<td>• 100% staff awareness of pedagogy and teaching spaces and how this fits into the schools master plan.</td>
<td>Employ a specialist in pedagogy and space and start discussions with staff, students and parents.</td>
<td>Staff have the opportunity to explore types of pedagogy for their classrooms.</td>
</tr>
</tbody>
</table>

| Year 1 | Ongoing observation of English Online Interview strategy. | Ongoing observation of English Online Interview strategy. | Ongoing observation of English Online Interview strategy. |
|        | Implement Ultranet students records (if ready) | Implement Ultranet students records (if ready) | Implement Ultranet students records (if ready) |
|        | Review and develop where necessary the whole school LIT and NUM plans | Review and develop where necessary the whole school LIT and NUM plans | Review and develop where necessary the whole school LIT and NUM plans |
|        | Signed off and agreed School Master Plan. | Signed off and agreed School Master Plan. | Signed off and agreed School Master Plan. |
|        | Meet with DEECD Facility section and start to lobby for the necessary funds to change our teaching spaces to meet our desired pedagogy. | Meet with DEECD Facility section and start to lobby for the necessary funds to change our teaching spaces to meet our desired pedagogy. | Meet with DEECD Facility section and start to lobby for the necessary funds to change our teaching spaces to meet our desired pedagogy. |

| Year 2 | All teaching staff to have fully implemented and understood the schools LIT and NUM plans and student record management. | Staff opinion survey results to suggest a high level of achievement in student outcomes and goal congruence. | A well constructed School Master Plan that looks at pedagogy and desired space. |
|        | All teaching staff to be familiar with the e5 requirements in planning and oral acquisition. | All teaching staff to be familiar with the e5 requirements in planning and oral acquisition. | All teaching staff to be familiar with the e5 requirements in planning and oral acquisition. |
|        | All staff, students and parents using the Ultranet. | All staff, students and parents using the Ultranet. | All staff, students and parents using the Ultranet. |

| Year 3 | To have achieved our four year strategic directions in student outcomes and to be looking towards the next 4 years and strengthening our already strong student results. | To have achieved our four year strategic directions in student outcomes and to be looking towards the next 4 years and strengthening our already strong student results. | To have achieved our four year strategic directions in student outcomes and to be looking towards the next 4 years and strengthening our already strong student results. |
|        | All teaching staff to have fully implemented and understood the schools LIT and NUM plans and student record management. | All teaching staff to have fully implemented and understood the schools LIT and NUM plans and student record management. | All teaching staff to have fully implemented and understood the schools LIT and NUM plans and student record management. |
### Student Wellbeing and Engagement

- Ensure that all teachers, parents and students are aware of our social skills program, and to continually refine this program.
- To ensure all teaching staff receive restorative justice training so that when we speak to our students we have a common language.
- To ensure that we have less than %5 unexplained absenteeism by 2013.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
</table>
| - Continue to lobby facility department.  
  - Use of best practice student record management.  
  - Train staff where necessary. | - Training all teaching staff in restorative practices and circle time.  
  - To continue to improve our communication with our parents through the school newsletter and parent interviews on the importance of school attendance. | - To continue to improve our communication with our parents through the school newsletter and parent interviews on the importance of school attendance.  
  - To continue to ensure our teaching staff have access to best practices in regards to student engagement and wellbeing and to make sure the school budget reflects this commitment. | - To continue to ensure our teaching staff have access to best practices in regards to student engagement and wellbeing and to make sure the school budget reflects this commitment.  
  - To continue to improve our communication with our parents through the school newsletter and parent interviews on the importance of school attendance. |
| - To have achieved some success in obtaining funds to refurbish our teaching spaces to match our desired pedagogy. | - That 50% of staff are familiar with restorative justice practices and circle time.  
  - To achieve a target of 85% of students with 95% attendance rates.  
  - That class room behaviour is in the 2nd quartile the student attitudes to school survey. | - To achieve a target of 95% of students with 95% attendance rates.  
  - That class room behaviour is in the 3rd quartile in the student attitudes to school survey. | - To have our attendance rate better then the State average.  
  - That class room behaviour is in the 4th quartile of the student attitudes to school survey. |
## Transition and Pathways

- Develop closer relationships with the Mount Beauty Kindergarten.
- For our early years staff to have a clear understanding of the Kindergarten to Prep reports.
- Develop closer relationships with Mount Beauty Secondary College.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
</table>
| - Have 1 meeting a term with Kindergarten staff.  
- Ensure staff are trained up in the understanding of the new Kindergarten to Prep reports.  
- Have 1 meeting a term with year 7 staff at MBSC | - Have 1 meeting a term with Kindergarten staff.  
- Have 1 meeting a term with year 7 staff at MBSC  
- Monitor Kindergarten to Prep reports. | - Have 1 meeting a term with Kindergarten staff.  
- Have 1 meeting a term with year 7 staff at MBSC  
- Monitor Kindergarten to Prep reports. | - Have 1 meeting a term with Kindergarten staff.  
- Have 1 meeting a term with year 7 staff at MBSC  
- Monitor Kindergarten to Prep reports. | - 95% parent satisfaction with kinder to prep transition.  
- 95% parents satisfaction with year 6 to year 7 transition. | - 95% parent satisfaction with kinder to prep transition.  
- 95% parents satisfaction with year 6 to year 7 transition. | - 95% parent satisfaction with kinder to prep transition.  
- 95% parents satisfaction with year 6 to year 7 transition. | - 95% parent satisfaction with kinder to prep transition.  
- 95% parents satisfaction with year 6 to year 7 transition. |