

**GREAT WESTERN PRIMARY SCHOOL
SCHOOL NUMBER 0860**

**SCHOOL STRATEGIC PLAN
2010 -2013**



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| <p>Endorsement by School Principal</p> | <p>SIGNED..... NAME..... DATE.....</p> |
| <p>Endorsement by School Council</p> | <p>SIGNED..... NAME..... DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p> |
| <p>Endorsement by Regional Network Leader</p> | <p>SIGNED..... NAME..... DATE.....</p> |

School Profile

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| <p>Purpose</p> | <p><u>MISSION STATEMENT</u> To prepare confident, responsible and socially aware young people to be successful in an ever changing world.</p> <p>Great Western Primary School which encompasses, students, staff, parents and the wider community aims to do this by:</p> <p style="padding-left: 40px;">Providing enriching and purposeful educational experiences to support student learning</p> <p style="padding-left: 40px;">Providing a strong focus on developing Literacy, Numeracy and Social Skills</p> <p style="padding-left: 40px;">Providing a supportive learning environment which builds friendships across all age groups</p> <p style="padding-left: 40px;">Working together as a learning community to build high expectations for student achievement and behaviour</p> <p><u>GUIDING PRINCIPLES</u> Students are encouraged to develop a passion for academic and social success, confidence and values for life. We endeavour to develop in each student their special talents and abilities and to celebrate their successes and milestones. As teachers, parents and community members, we will strive to guide our students and children towards a life rich in intellectual, social, emotional and physical rewards.</p> |
| <p>Values</p> | <p>Integrity Cooperation</p> <p>Tolerance Responsibility</p> <p>Respect Caring</p> <p>Resilience Teamwork:</p> |

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| <p>Environmental Context</p> | <p>Great Western Primary School is located in the wine, wool and farming district of the Northern Grampians Shire The township is located 220 km from Melbourne, midway between the rural cities of Ararat and Stawell. Employment opportunities for our parents in this area are to a degree reliant upon small business, industry, wineries, farming, mining and self employment.</p> <p>Great Western Primary School is a delightful small rural school which was established in the 1850's. It is a progressive rural school that provides a well structured, nurturing and rich learning environment. The school is set in an attractive gardened environment with a careful mix of old and new buildings that sits comfortably together in a well designed playground. The spacious grounds together with landscaped gardens and established trees includes basketball, netball and tennis courts, oval, shade covered adventure playground and soon to be undertaken, works to establish an outdoor learning area. (PRIDE PROJECT.)</p> <p>Great Western Primary School has been a School's Gardens Award Winner for many years and has been the recipient of two Regional Garden Awards. With special features such as our "Fairy Garden" "Vegie Patch" "Chook Yard" and "Gigantic Sandpit", the children enjoy coming to school with the freedom to explore their surroundings, be creative and play a host of formal games.</p> <p>The school currently has an enrolment of 24 students. The schools' population has been steadily increasing over a number of years and this trend is expected to continue. Our School Family Occupation Index is .63. Most of our families live within the township boundaries.</p> <p>Our school facilities are about to be upgraded (BER PROJECT) and this will ensure that students are provided with and afforded the latest technologies, tools and learning spaces to maximise their learning opportunities in the 21st century.</p> |
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Strategic Intent

| | Goals | Targets | Key Improvement Strategies |
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| Student Learning | To improve student achievement in Literacy, with an emphasis on reading, Writing and Spelling. | 80% of students achieving at or above expected level for Reading and Writing on teacher judgements aggregated data for Years 1-6. The proportion of students who achieve 1.0 growth in the achievement on the NAPLAN reading, writing and number between years 3 and 5 will increase over the period of the strategic plan | Over the period 2010-2013 Implementation of whole school agreed approach to teaching Writing and Spelling Targeted Professional Development for staff Implementation of an agreed approach to the development of Student Individual Learning Plans |
| Student Engagement and Wellbeing | To continue to improve student engagement and well being in a positive and safe environment. | To improve the mean scores on the following variables in the Attitudes to School Survey each year with the aim of achieving the levels indicated by 2013: Student Motivation 4.7 Stimulating Learning 4.7 Connectedness to peers 4.5 5 is the highest level. | Over the period 2010-2013 Continue to monitor relevant data Review Student Welfare Policies and Programs Review Student Engagement Policies and Programs Promote the “growth” of student involvement in the Cluster. Enable student to develop as independent learners through: Goal Setting Managing own learning Use of ICT |

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| <p>Student Pathways and Transitions</p> | <p>To continue to improve student transition from entry to exit.</p> | <p>Transition variable in Parent Opinion Survey scoring 6+ or higher where 7 is the highest satisfaction.</p> | <p>Over the period 2009-2012 Continue to build strong and effective relationships within the school, between parents , Play Group, Kindergartens, Secondary Colleges, Cluster schools and extended community.</p> |
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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) |
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| To improve student achievement in Literacy, with an emphasis on Reading, Writing and Spelling. | Year 1 | Implement agreed approach to whole School Literacy Plan Maintain 2 hr. Literacy Bloc Maintain explicit Spelling program Teachers using Scope & Sequence Chart for Reading, Writing and Spelling Comprehension strategies (Gr. 2-6) Oral Language (Gr. Prep -2_ Develop units of work using Intel style templates Monitoring and Assessment Schedule closely linked to Teaching & Learning program | Changes in teaching and learning practice Teaching and learning programs aligned with Whole School Literacy Plan Improved student learning outcomes. |
| | Year 2 | Review, Refine and further develop whole School Literacy Plan Maintain 2 hr. Literacy Bloc Maintain explicit Spelling program Comprehension strategies (Gr. 2-6) Oral Language (Gr. Prep -2_ Monitoring and Assessment Schedule closely linked to Teaching & Learning program | Changes in teaching and learning practice Teaching and learning programs aligned with Whole School Literacy Plan Improved student learning outcomes. |

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| To improve student achievement in Literacy, with an emphasis on Reading, Writing and Spelling. | Year 3 | Review, Refine and further develop whole School Literacy Plan Maintain 2 hr. Literacy Bloc Maintain explicit Spelling program Comprehension strategies (Gr. 2-6) Oral Language (Gr. Prep -2_ Monitoring and Assessment Schedule closely linked to Teaching & Learning program | Changes in teaching and learning practice Teaching and learning programs aligned with Whole School Literacy Plan Improved student learning outcomes. |
| | Year 4 | Maintain 2 hr. Literacy Bloc Maintain explicit Spelling program Comprehension strategies (Gr. 2-6) Oral Language (Gr. Prep -2_ Monitoring and Assessment Schedule closely linked to Teaching & Learning program Formal Review School Literacy Plan | Changes in teaching and learning practice Teaching and learning programs aligned with Whole School Literacy Plan Improved student learning outcomes. Analysis of data as tracked over Review period. |
| To continue to improve student engagement and well being in a positive and safe environment. | Year 1 | Implement changes as recommended from review of Student Engagement Guidelines Implement changes as recommended from Review Student Welfare Policies and Programs Development of Individual Learning Plans Increased use of ICT into classroom programs | Increased levels of confidence & ability to resolve situational incidents at school Catering for different student needs through their Individual Learning Plans Changes in teaching and learning programs through the increased use of ICT Accomplishment of VELs levels for students using ICT to be appropriate |
| To continue to improve student engagement and well being in a positive and safe environment. | Year 2 | Enhanced and embedded Student Engagement Program Enhanced and Student Welfare Program Refinement of Individual Learning Plans Embedded use of ICT into classroom programs | Increased levels of confidence & ability to resolve situational incidents at school Catering for different student needs through their Indiv. Learning Plans Changes in teaching and learning programs through increased use of ICT Accomplishment of VELs levels for |

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| | | | students using ICT to be appropriate |
| | Year 3 | Enhanced and embedded Student Engagement Program Enhanced and embedded Student Welfare Program Embedded Individual Learning Plans Embedded use of ICT into classroom programs | Increased levels of confidence & ability to resolve situational incidents at school Catering for different student needs through their Indiv. Learning Plans Changes in teaching and learning programs through the increased use of ICT Accomplishment of VELS levels for students using ICT to be appropriate |
| | Year 4 | Embedded Student Engagement Program Embedded Student Welfare Program Embedded Individual Learning Plans Embedded use of ICT into classroom programs REVIEW | Increased levels of confidence & ability to resolve situational incidents at school Catering for different student needs through their Indiv. Learning Plans Changes in teaching and learning programs through the increased use of I.C.T. Accomplishment of VELS levels for students using ICT to be appropriate REVIEW |
| To continue to improve student transition from entry to exit. | Year 1 | Enhance & strengthen student transition program Build upon existing practices & develop Action Plan | Students feel supported and confident in schools' programs Continue to build strong and effective relationships between Play Group, Kindergartens, Secondary schools, all families and community groups |
| | Year 2 | Review and improve student transition program Refine Action Plan | Students feel supported and confident in schools' programs Continue to build strong and effective relationships between Play Group, Kindergartens, Secondary schools, all families and community groups |

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| | Year 3 | Refine and improve student transition program Refine Action Plan | Students feel supported and confident in schools' programs Continue to build strong and effective relationships between Play Group, Kindergartens, Secondary schools, all families and community groups. |
| | Year 4 | Review program | Review of all data |