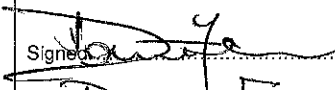





# School Strategic Plan for George St School Barwon South Western region 2013-2016

Endorsement by School Principal	Signed  ..... (Principal's signature) Name <u>Denise Fenwick</u> Date <u>26/11/2012</u>
Endorsement by School Council	Signed  ..... (School Council President's signature) Name <u>Jason McCallum</u> Date <u>22-11-12</u>
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

## School Profile

<p>Purpose</p>	<p>At George St we provide a safe and happy environment where each child can learn effective skills, attitudes and values that will enable them to become independent and responsible thinkers making worthwhile and effective contributions to their community and beyond.</p>
<p>Values</p>	<p>Organisation Persistence Resilience Getting Along Confidence</p>
<p>Environmental Context</p>	<p><b>Social- community and demographics</b> The school was established in 1957. The school caters predominantly for the eastern side of the . The school has a declining enrolment and in 2012 its enrolment was 63. The Student Family Occupation index is 0.68 and 22/36 families received EMA in 2012. The staff is a mix of experienced and accomplished teachers. In addition to 4.2 EFT teaching staff, there are 0.6 EFT teaching support staff and 2.37 EFT Integration Teacher Aides. There is a small number of Koori students with a significant proportion of students in out-of-home care.</p> <p><b>Educational</b> The school participated in National Partnership's program-Low Socio Economic Status School Communities in 2011/12/13 facilitating Literacy/Numeracy Intervention programs. The school participated in Empowering Local School-Supporting Professional Practice program 2012/13 facilitating coaching and</p>

	<p>Professional Development programs. The school is working with two other local primary state schools on this project. There is a strong focus on beliefs underlying John Hattie's 'Visible Learning including Learning Intentions, Success Criteria, Quality Tasks and Feedback.</p> <p>The school participated in Hamilton/Portland Network Numeracy and Literacy Initiatives in 2011/12.</p> <p>The school has also attended Professional Development in the Ultranet and all students have been given the opportunity to use their Xpress page and develop Learning goals.</p> <p><b>Technological</b></p> <p>Classrooms are equipped with computers at a ratio of at least 1:5 along with a computer lab consisting of 24 computers and a mobile set of 15 laptops.</p> <p>Interactive whiteboards are in every classroom .</p> <p>Approximately 70% of families have access to computer at home</p> <p><b>Environmental-Grounds and Facilities</b></p> <p>The grounds are well established and maintained.</p> <p>Extensive play areas exist for students including two ovals, asphalt court and adventure playgrounds. The school has a stadium and a computer lab ( a school owned portable containing 24 computers).</p> <p>The school has an Art Room, Music Room, Intervention Room and a small Reading Room.</p> <p>As a result of BER funding the school has large open classrooms allowing for 21stCentury teaching. The library is connected to a classroom with movable doors thus allowing for more flexibility. All classrooms are fitted with heating, air-conditioning and fans.</p>
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Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To continue to improve student outcomes in Literacy and Numeracy P-6	<p>By 2016, teacher assessment against the AusVELS will indicate 80% of students achieving at or better than the expected standards (C) for Reading Writing and Number.</p> <p>NAPLAN-80% of Year 3 students to be in or above Band 4, 80% of Year 5 students to be in or above Band 6 in all areas.</p>	Build the capacity of the teachers to strengthen the delivery of Literacy and Numeracy.
Student Engagement and Wellbeing	To create a safe, secure learning environment where students become confident, responsible and independent learners	<p>By 2016 student attitude to school surveys will show an improvement in the mean scores for wellbeing, teaching &amp; learning and student relationships.</p> <p>To reduce the average number of days absent per student from ??? in 2012 to 15 or less by 2016</p> <p>By 2016 parent opinion surveys will show an improvement in the mean scores for student motivation,</p>	Promote students confidence by encouraging ownership and responsibility for their learning.

Student Pathways and Transitions		connectedness to peers, school connectedness and social skills.	
	To achieve seamless transitions into, through and beyond the school	By 2016, parent opinion survey will show an improvement in the mean scores for the transition variable.	Continue to develop programs within the school that provide successful pathways and learning transitions for all students.

### 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)
Build the capacity of the teachers to strengthen the delivery of Literacy and Numeracy.	<p>Year 1</p> <ul style="list-style-type: none"> <li>▪ Introduce and implement AusVELS</li> <li>▪ Continue implementing the Ultranet to support and improve Teaching and Learning, Assessment and Professional learning using ICT and web2.0 tools</li> <li>▪ Continued implementation of Hattie's model of Visible Learning.</li> <li>▪ Enhance understanding and use of performance data through timetabled whole staff discussion sessions</li> <li>▪ Targeted support for Literacy and Numeracy initiatives-National Partnerships, Empowering Local schools-supporting professional practice projects</li> <li>▪ Implement Wannik program where applicable</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>▪ Cont implementing AusVELS</li> <li>▪ The Ultranet</li> <li>▪ Continued implementation of Hattie's model of Visible Learning.</li> <li>▪ Implement Wannik program where applicable</li> <li>▪ Targeted support for Literacy and Numeracy initiatives-following on from skills developed as part of Empowering Local schools project-supporting professional practice.</li> <li>▪ Enhance understanding and use of performance data through timetabled whole staff discussion sessions</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers using AusVELS to report on Student progress.</li> <li>▪ Each team planning session having a link to student performance data.</li> <li>▪ Teachers demonstrating how Hattie's model of learning is influencing teaching and learning approaches.</li> <li>▪ Students regularly accessing the Ultranet and developing learning goals..</li> </ul> <ul style="list-style-type: none"> <li>▪ AusVELS embedded in student learning.</li> <li>▪ Teachers using AusVELS progression points for assessment s.</li> <li>▪ Teachers demonstrating how peer feedback and coaching is influencing teaching and learning approaches.</li> </ul> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul> <ul style="list-style-type: none"> <li>▪ Restorative Practices embedded across the school.</li> <li>▪ Teachers trialling 3 way interviews</li> <li>▪ ILP's implemented for all students 'at risk'</li> </ul>
Promote students confidence by encouraging ownership and responsibility for their learning.	<p>Year 1</p> <ul style="list-style-type: none"> <li>▪ Review Student Engagement Policy</li> <li>▪ Review Restorative Practices program along with Circle time and You Can do It.</li> <li>▪ Stronger focus on student voice-trial three way reporting, using student Xpress page to write personal learning goals, strengthen junior</li> </ul>	

		<ul style="list-style-type: none"> <li>▪ School Council program, strengthen Buddy system.</li> <li>▪ Cont Implementing Individual Learning Plans for students identified as 'at risk'</li> <li>▪ Provide extra support and assistance in classrooms where students are deemed 'at risk' both academically and socially</li> <li>▪</li> <li>▪</li> </ul>	
<p>Continue to develop programs within the school that provide successful pathways and learning transitions for all students.</p>	Year 2	<ul style="list-style-type: none"> <li>▪ Stronger focus on student voice-initial three way reporting, using student Xpress page to write personal learning goals, strengthen Junior School Council program, strengthen Buddy system.</li> <li>▪ Cont with R.P. and Circle Time</li> <li>▪ Cont with Buddy System and JSC</li> <li>▪ Cont implementing Individual Learning Plans for students identified as 'at risk'</li> <li>▪ Provide extra support and assistance in classrooms where students are deemed 'at risk' both academically and socially</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Restorative Practices embedded across the school.</li> <li>▪ Teachers trialling 3 way interviews</li> <li>▪ ILP's implemented for all students "at risk"</li> <li>▪</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Year 1	<ul style="list-style-type: none"> <li>▪ Kinder to Prep transition program</li> <li>▪ Engage in across school activities to streamline primary to secondary transition</li> <li>▪ Participation of Yr 5/6 students in Grampians Rural and Small Schools (GRASS) across school programs where possible.</li> <li>▪ Effective transfer of data between each year level</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transition program fully implemented</li> <li>▪ Maximum amount of students from Mitchell Park enrolled at George St.</li> <li>▪ Local schools working together to ensure smooth transition and exchange of information Yr 6-7</li> <li>▪ Teachers sharing student information from one year to the next.</li> </ul>
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