

Spotswood Primary School 3659

School Strategic Plan 2008 - 2011



Endorsement by School Principal	SIGNED: NAME...Annia Dear DATE...14/12/07
Endorsement by School Council	SIGNED..... NAME...Stephen Weller DATE.....14/12/07 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME..... DATE.....

School Strategic Plan 2008 -2011

School Profile		
Purpose	Values	Environmental Context
<p>To create a dynamic and caring learning environment where mutual respect and cooperation are valued as students are inspired to reach their full potential.</p>	<ul style="list-style-type: none"> - Encourage and inspire a love of learning - Develop self awareness and confidence - Celebrate the achievements of all students and staff - Promote strong partnerships between school and home - Establish resilient attitudes and behaviours 	<ul style="list-style-type: none"> - 6% of student body integrated - Gender imbalance in favour of boys - Small population - Strength school community in supporting school programs

Strategic Intent

	Goals	Targets	Key Improvement Strategies
<p>Student Learning</p>	<p>To improve student achievement in Literacy and Numeracy at all levels at Spotswood Primary School.</p>	<p>Literacy:</p> <ol style="list-style-type: none"> 1. To increase proportion of students achieving at or above the expected level at years prep, 2, 4 and 6 (based on teacher assessments against the VELs), to an average over the next 4 years of: <ul style="list-style-type: none"> • Reading – 85% (average of last 4 years was 70%) • Writing –85% (average of last 4 years was 67%) 2.To increase the AIM matched student cohort growth from years 3 to 5 to an average over the next 4 years of: <ul style="list-style-type: none"> • Reading – 1.0 average of last 4 years was 0.6) • Writing – 1.0 (average of last 4 years was 0.9) <p>Numeracy:</p> <ol style="list-style-type: none"> 1. To increase proportion of students achieving at or above the expected level at years prep, 2, 4 and 6 (based on teacher assessments against the 	<ul style="list-style-type: none"> • Ongoing support for the Professional Learning within the school, with particular emphasis on purposeful teaching through the application of the POLT and use of the ePotential Professional Learning Strategy. • The development of a whole school program to enable students to articulate their learning and use of thinking strategies to enhance their learning. • The allocation of an Early Years Literacy Co-ordinator with responsibility for bringing a more consistent approach to the teaching, learning and assessment of literacy in the Early Years. • Develop and embed a culture of higher expectations for improvement in student learning for literacy and numeracy.

		<p>VELS), to an average over the next 4 years of:</p> <ul style="list-style-type: none"> • Number – 85% (average of last 4 years was 80%) • Measurement, Chance and data – 85% (average of last 4 years was 80%) <p>2. To increase the AIM matched student cohort growth from years 3 to 5 to an average over the next 4 years of:</p> <ul style="list-style-type: none"> • Number – 1.0 (average of last 4 years was 0.6) • Mathematics – 1.0 (average of last 4 years was 0.6) 	
<p>Student Engagement and Wellbeing</p>	<p>To improve student relationships and wellbeing across the school.</p>	<ol style="list-style-type: none"> 1. To increase the year 5 and 6 'student safety' variable on the Students Attitudes to School Survey from 3.59 to 4.15 between 2007 and 2011. 2. To increase the year 5 and 6 'school connectedness' variable on the Students Attitudes to School Survey from 4.04 to 4.24 between 2007 and 2011. 3. To reduce gender differences in student relationships by improving boys' connectedness to peers variable on the Students Attitudes to School Survey from 4.17 to 4.24 between 2007 and 2011. 	<ul style="list-style-type: none"> • Continued provision of opportunities for all teachers and integration aides to access appropriate professional development in order to ensure that they are able to effectively support the school's policies and programs with respect to student engagement and wellbeing, via the following improvement strategies. • Explicit teaching of skills to develop 'resilience' in students through current programs and/or additional programs.

		<p>4. To increase the Year 5 and 6 'student motivation' variable in the Students Attitudes to School Survey from 4.27 to 4.59 between 2007 and 2011, with no more than a 10% difference in the gender responses for this variable.</p>	<ul style="list-style-type: none"> • Providing a regular forum for students throughout the school to express their views on safety and behaviour issues. • Promoting more extensive student leadership activities to give more students the opportunity to experience a variety of leadership roles appropriate to their age.
<p>Student Pathways and Transitions</p>	<p>To provide all students at Spotswood Primary School with effective transition programs.</p>	<p>1. Improve school mean for Transitions variable on the Parent Opinion Survey from 5.21 in 2007 to 5.75 by 2011.</p> <p>2. The proportion of parents reporting satisfaction with the preschool to school transition programs to be consistently above 90% as measured in Parent Opinion Survey.</p> <p>3. 100% of students entering the school at non traditional grades and times to be provided with an effective transition program by 2011.</p>	<ul style="list-style-type: none"> • Development of a Prep transition survey for parents to establish parent perceptions about the strengths and weaknesses of the transition to school program. • Development and documentation of a transition program for students moving from Prep (VELS Level 1) to Years 1/2 (VELS Level 2), from Years 1/2 to year 3/4 (Level 3) and from Years 3/4 to Years 5/6 (Level 4). • Development and documentation of a transition program for students entering and exiting the school at non traditional grades and times. • Investigate further opportunities for Grade 5/6 students to interact with students from receiving

			secondary schools in extension and co-curricula activities.
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