

# Macarthur Primary School 1571

## School Strategic Plan 2010 -2013



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| <p><b>Endorsement by<br/>School Principal</b></p>            | <p>SIGNED: Lynn Lyles<br/>NAME: Lynn Lyles<br/>DATE: 02.03.10</p>   |
| <p><b>Endorsement by<br/>School Council</b></p>              | <p>SIGNED: Peter Musson<br/>NAME: Peter Musson<br/>DATE: 02.03.10<br/><br/>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p> |
| <p><b>Endorsement by<br/>Regional Network<br/>Leader</b></p> | <p>SIGNED.....<br/>NAME.....<br/>DATE.....</p>  |

## School Profile

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| <p><b>Purpose</b></p>               | <p>To provide an engaging and caring learning environment that enables all students to reach their full academic potential and promotes personal growth, wellbeing and positive relationships.</p>   |
| <p><b>Values</b></p>                | <p>As a school community the following values are seen to be central to the life of our school:</p> <ul style="list-style-type: none"> <li>• Learning - Developing and acquiring knowledge, skills, values and attitudes.</li> <li>• Respect- for others and our environment</li> <li>• Honesty- being truthful and trustworthy in all we do.</li> <li>• Confidence- to take a risk and approach the unfamiliar.</li> <li>• Tolerance- recognising and accepting differences in others.</li> <li>• Connectedness - with the school, the local community and the wider community.</li> </ul> <p>These values guide our every day actions as a school community, in policy development and in all relationships and decision making.</p> |
| <p><b>Environmental Context</b></p> | <p><b>Social – community and demographics</b></p> <p>Macarthur Primary School is located 37 kilometres south of Hamilton in Victoria’s Western District. The school is a small rural school established in 1875 to serve the local township, population 300, and surrounding farming area. Macarthur Primary School has a strong history of connection to the local community and is well supported by parents and local community groups, forming an essential part of the social fabric of the town. The current 2009 enrolment is 52. Enrolments generally remain steady throughout the school year and projections for the future should see enrolments stabilise at approximately 55 by 2011.</p>                                 |

Students enrolling in Prep attend the local Macarthur Pre-school. There are currently 4 students accessing the Program for Students with Disabilities.

Students' families are employed in farming and rural service industries with the local township providing employment in these areas. The school SFO density is 0.538 with no LOTE speakers and approximately one third of families receiving EMA.

Approximately 60% of students travel to school by bus, with routes covering a radius of approximately 20 kilometres from the school, the remainder travelling by private car, on foot and bicycle. Bus services to both Hawkesdale P-12 and Hamilton secondary colleges pass through the town.

### **Educational**

The school has been proud to be achieving high levels of results in Early Years literacy over the past 3 years. This will continue to be a high priority focus for the school and additionally we will be focusing on increasing academic achievement of all students in literacy and numeracy in the middle and upper grades during the next 4 years. This will entail developing our assessment practices including VACC assessments in grades 3 to 6 in literacy and numeracy. Monitoring and tracking of student achievement will be a priority focus and the development of literacy and numeracy programs to enable all students to achieve maximum success.

### **Technological**

Information technology is seen as an integral part of learning at Macarthur Primary School. The school has invested in updating its computer systems over the last 3 years and each classroom is equipped with up to date computers and interactive whiteboards. The upper grade is equipped with a bank of laptops and students in grade 5 have personal netbooks. We will continue to maintain this up to date facility for the classrooms through careful budgeting and an ICT replacement plan. Students routinely use ICT to support their learning in all curriculum areas. Staff are highly committed to the use of ICT and staff skill levels are high.

### **Environmental – grounds and facilities**

Macarthur Primary School enjoys extensive and attractive school grounds which includes a large oval and multiple playing areas. A new playground and sandpit area has just been developed to compliment the large existing adventure playground. Grounds are well established with attractive gardens which are well maintained by the school community. A vegetable garden and shade area exist to support a gardening club, vegetable growing and a range of other horticultural projects in the future.

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|  | <p>The school has three large classrooms including the original bluestone building which have recently been refurbished and painted. All rooms are well equipped and conducive to effective learning. Last year the school built a new library extension which also houses the community Corangamite Library Service.</p> <p>The school is currently undergoing additional renovations to improve the office and entry areas. A large building extension is in progress to provide a new multi-purpose and art area which will be completed by the beginning of 2010. The new facilities will enable Macarthur Primary School to further enhance educational opportunities for our students in future years.</p> |
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## Strategic Intent

|   | Goals   | Targets   | Key Improvement Strategies   |
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| <b>Student Learning</b>                 | To improve learning outcomes for all students in the English and Mathematics domains.   | <ul style="list-style-type: none"> <li>• 100% of students to achieve at or above the expected VELS standards (grading C,B or A) in English and Mathematics by 2013</li> <li>• 50% of students to achieve at least one year above the expected VELS standards (grading B or A) in English and Mathematics by 2013</li> <li>• 100% of students at years 3 and 5 to achieve at the expected band (band 3 and 5) in reading and number in the NAPLAN by 2013.</li> <li>• 50% of students at years 3 and 5 to achieve at least one band above their expected band (band 4 and 6) in reading and number in the NAPLAN by 2013.</li> </ul> | <p>Improve teacher classroom capacity through the development of a whole school approach to teaching, learning and assessment that:</p> <ul style="list-style-type: none"> <li>• makes learning explicit for each student, and</li> <li>• is focused on high expectations for student outcomes.</li> </ul> |
| <b>Student Engagement and Wellbeing</b> | To improve student engagement and wellbeing with a focus on resilience, connectedness and the building of positive relationships. | <ul style="list-style-type: none"> <li>• Student satisfaction as measured by the attitudes to school survey variables of classroom behaviour and student safety to be at or above the school mean score of 3.28(classroom behaviour) and 4.48(student safety) by 2013.</li> <li>• Student satisfaction as measured by the variables of connectedness to school and connectedness to</li> </ul>  | <p>Develop and embed a whole school wellbeing approach that:</p> <ul style="list-style-type: none"> <li>• promotes engagement in learning</li> <li>• promotes connectedness to school and peers</li> <li>• creates 'real' links to the community</li> </ul>  |

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|   |  | peers and learning confidence in the attitudes to school survey to be at or above the school mean score of 4.61 (school connectedness) and 4.19 (connectedness to peers) by 2013.   |   |
| <b>Student Pathways and Transitions</b> | To improve transition processes and learning pathways for all students in order to realise their full academic and social potential. | Parent satisfaction as measured by the transition variable of the parent opinion survey to be at or beyond the 5.64 score between 2010 and 2013.<br>School based measure – to obtain feedback from preschools and secondary colleges. | Refine, plan and implement transition processes into, between and beyond the school, that are comprehensive of student learning and social needs. |

## SCHOOL STRATEGIC PLANNER 2010- 2013: INDICATIVE PLANNER

| <b>Key Improvement Strategies</b><br><b>(Prioritised KIS across the three student outcomes areas)</b>  | <b>Actions</b> |  | <b>Achievement Milestones</b><br><b>(Changes in practice and behaviours)</b>  |
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| Improve teacher classroom capacity through the development of a whole school approach to teaching, learning and assessment that: <ul style="list-style-type: none"> <li>• makes learning explicit for each student, and is focused on high expectations for student outcomes.</li> </ul> | Year 1         | <ul style="list-style-type: none"> <li>▪ Develop and implement a whole school scope and sequence curriculum plan for maths (number) and English (reading)</li> <li>▪ Revise, update and implement whole school Data Plan that includes English and Mathematics VACC On Demand Testing.</li> <li>▪ Increase teacher's data literacy through Professional Learning Teams and the relationship and implications to explicit teaching in literacy (reading) and mathematics (number).</li> <li>▪ All students set personal learning goals, self reflections and evaluation of their learning.</li> <li>▪ Expand whole staff professional learning in the e<sup>5</sup> model.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Classroom programs in maths (number) and English (reading) developed in line with whole school scope and sequence plan.</li> <li>▪ Assessment schedule implemented across school.</li> <li>▪ Staff use assessment data to plan focused teaching in reading and number</li> <li>▪ ILPs include strategies and targets for student achievement.</li> <li>▪ Students develop personal learning goals in reading and number.</li> <li>▪ Evidence of elements of E5 model in classroom practice.</li> </ul> |
|  | Year 2         | <ul style="list-style-type: none"> <li>▪ Develop and implement a whole school scope and sequence curriculum plan for maths (measurement, space, chance and data) and English(writing and Speaking and Listening)</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Classroom programs in maths (measurement, space, chance and data) and English (writing and Speaking and Listening) developed in line with whole school scope and sequence plan</li> </ul>  |

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|  |        | <ul style="list-style-type: none"> <li>▪ PLTs spend time each term on moderation across school in Maths and English. based on VELs progression points.</li> <li>▪ Professional Learning Teams extend the Data Literacy knowledge to Writing and Speaking &amp; Listening (English); and, Measurement, Space, Chance &amp; Data (mathematics).</li> <li>▪ Implement digital portfolios for students to integrate student individual learning goals, self reflection and reporting to parents.</li> <li>▪ Use e<sup>5</sup> framework in all unit and class preparation</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teacher judgements show increased consistency when comparing VELs levels and assessment data</li> <li>▪ Evidence of explicit teaching in Writing and Speaking &amp; Listening (English); and, Measurement, Space, Chance &amp; Data (mathematics).</li> <li>▪ Three way student/parent/teacher interviews are incorporated into reporting to parents for all students.</li> <li>▪ All classrooms using e<sup>5</sup> model in classroom practice.</li> </ul> |
|  | Year 3 | <ul style="list-style-type: none"> <li>▪ Professional Learning Teams imbed moderation as part of their practice across the curriculum.</li> <li>▪ Data analysis drives all teacher planning for explicit instruction</li> <li>▪ Introduce comprehensive Reporting to Parents policy that includes Ultranet, written reports and three-way interviews</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Staff team moderation meetings held each term for all core curriculum areas. Student assessment showing moderation influences</li> <li>▪ Teacher performance plans incorporate student assessment data as evidence.</li> <li>▪ Reporting to Parents Policy endorsed by School Council</li> </ul>   |



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|  | Year 4 | <ul style="list-style-type: none"> <li>▪ Review and evaluate assessment practices and results</li> <li>▪ Review and evaluate Maths and English Scope and Sequence</li> <li>▪ Strengthen use of Ultranet as a tool for communicating to parents</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Reviewed and amended Data Plan implemented</li> <li>▪ Reviewed and amended Maths and English Scope and Sequence plan implemented</li> </ul>   |
| <p>Develop and embed a whole school wellbeing approach that:</p> <ul style="list-style-type: none"> <li>• promotes engagement in learning</li> <li>• connectedness to school and peers</li> </ul> <p>creates ‘real’ links to the community</p> | Year 1 | <ul style="list-style-type: none"> <li>▪ Adoption of new Student Engagement and Wellbeing Policy</li> <li>▪ Restorative Practices approach implemented across school.</li> <li>▪ Parent information sessions held for parents in Restorative Practices.</li> <li>▪ Staff team investigate programs and approaches to develop student resilience and positive peer relationships.</li> <li>▪ Explore opportunities to develop Student Voice and connectedness</li> <li>▪ ICT used in classroom programs to promote student engagement, motivation and learning confidence.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Implementation of Student Engagement and Wellbeing Policy</li> <li>▪ Consistent approach to Restorative Practices across the school.</li> <li>▪ Increased understanding of Restorative Practice approach among the parent community</li> <li>▪ Increased use of Restorative Practices language and processes by the students</li> <li>▪ Increased Opportunities for student voice and involvement in decision making</li> <li>▪ All students use ICT appropriately in daily learning</li> </ul> |
|  | Year 2 | <ul style="list-style-type: none"> <li>▪ Staff learning continues both in school and out of school in Restorative Practices</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Restorative Practices used routinely across school.</li> </ul>  |

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|  |        | <ul style="list-style-type: none"> <li>▪ Implement whole school resilience and positive relationships program</li> <li>▪ Increased opportunities for student voice within school and the community.</li> <li>▪ ICT used to broaden student connections to peer groups beyond school.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Students show increased evidence of developing personal resilience.</li> <li>▪ Classroom conferences are a regular component of each classroom</li> <li>▪ Positive trend in Connectedness to Peers score in ATSS</li> </ul> |
|  | Year 3 | <ul style="list-style-type: none"> <li>▪ Imbed Restorative Practice in all school activities and explore the next level of learning</li> <li>▪ Continue to develop and refine resilience and positive relationships programs.</li> <li>▪ Investigate ways of increasing Student Voice/ Involvement in wider community</li> <li>▪ ICT used to “globalise” student learning opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Positive trend in Classroom Behaviour and Classroom Safety scores in ATSS</li> <li>▪ Student involvement in wider community programs</li> <li>▪ All students using ICT to connect “beyond the classroom”.</li> </ul>        |
|  | Year 4 | <ul style="list-style-type: none"> <li>▪ Review and evaluate and review Student Engagement and Wellbeing Policy</li> <li>▪ Review and evaluate and review Restorative Practices</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Student Engagement and Wellbeing Policy revised and updated.</li> </ul>   |

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| Refine, plan and implement transition processes into, between and beyond the school, that are comprehensive of student learning and social needs. | Year 1 | <ul style="list-style-type: none"> <li>▪ Continue to build and strengthen links with the local pre -school and secondary schools.</li> <li>▪ Investigate the strengthening of the exchanging of information with the local pre -school and secondary colleges</li> <li>▪ Continue to liaise with GRaSS schools to investigate ways of preparing students for larger school environment.</li> <li>▪ Investigate methods of providing improved information and support to parents in transition processes.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Transition documentation – into and beyond school, includes statewide and network fully utilized.</li> <li>▪ Buddy Program for new prep students enhanced.</li> <li>▪ Transition programs into and beyond school documented</li> <li>▪ Program of activities with neighbouring schools developed (Hamilton &amp; Warrnambool Networks)</li> <li>▪ Parent transition support strategy.</li> <li>▪ Parent “Buddy” provided for new Prep parents.</li> </ul> |
|   | Year 2 | <ul style="list-style-type: none"> <li>▪ Develop professional learning links between school and pre- school staff</li> <li>▪ Enhance the provision of information for parents to support their children at home through transition processes.</li> <li>▪ Strengthen the tracking of individual student progress throughout school through the development of between class transition documentation</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Attendance of Warrnambool Early Years Network each term (kindergarten &amp; prep teachers)</li> <li>▪ Implement recommendations from Parent Support Strategy.</li> <li>▪ Ultranet used regularly by parent community to access school information.</li> <li>▪ Staff meetings dedicated to discussion of student ILIPs as part of school based transition.</li> </ul>  |

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|  | Year 3 | <ul style="list-style-type: none"> <li>▪ Develop professional learning links between school and secondary school staff .</li> <li>▪ Extend the period of transition for at risk students</li> </ul>                        | <ul style="list-style-type: none"> <li>▪ Network established between school and secondary staff.</li> <li>▪ Individualised transition support programs developed when required for at risk students</li> </ul> |
|  | Year 4 | <ul style="list-style-type: none"> <li>▪ Review current school transition procedures and documentation into between and beyond school.</li> <li>▪ Self evaluation on parent information and transition support.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Transition programs evaluated and revised.</li> </ul>   |