

Carnegie Primary School

School Number - 2897

School Strategic Plan 2010 -2013



WELCOME, ENGAGE, ACHIEVE

<p><i>Endorsement by School Principal</i></p>	<p>SIGNED.....</p> <p>NAME - <i>Linda Jones</i></p> <p>DATE.....</p>
<p><i>Endorsement by School Council</i></p>	<p>SIGNED.....</p> <p>NAME - <i>Debbie Killeen</i></p> <p>DATE.....</p> <p><i>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</i></p>
<p><i>Endorsement by Regional Network Leader</i></p>	<p>SIGNED.....</p> <p>NAME - <i>Marg Bainbridge</i></p> <p>DATE.....</p>

School Profile

<p><i>Purpose</i></p>	<p>Carnegie Primary School is committed to upholding and enhancing its reputation as a caring learning community which offers its students the opportunity to achieve personal excellence in an environment which stimulates, challenges, nurtures and encourages each individual. We are here to inspire the self belief and motivation in students that will enable them to achieve and grow.</p>
<p><i>Values</i></p>	<p>Our vision is to provide an engaging, supportive and inclusive learning environment where children can interact positively in a safe, respectful and cooperative atmosphere. We want to challenge students to be reflective and independent learners so that they realise their full potential. We focus strongly on maintaining and fostering our school as a learning community, which values interaction between and contributions from students, parents, teachers and the wider community Importantly, we aim to have our students looking forward to attending school each day, achieving their personal mile-stones and developing as confident, happy, well rounded children.</p>
<p><i>Environmental Context</i></p>	<p>SOCIAL – Community & Demographics</p> <ul style="list-style-type: none"> • We focus strongly on maintaining and fostering our school as a learning community, which values interactions between and contributions from students, parents, teachers and the wider community • Student enrolments have increased over recent years. This change in demographics fares well for the school growth over the coming years • Our school is well supported by a committed staff, enthusiastic community, an effective School Council and Parents Association. A strong partnership between home and school provides an educational facility of quality for all stakeholders • Age and experience profile of staff has changed over recent years. A number of graduate teachers have been employed • The school has approximately 50 families receiving EMA and 115 NESB students <p>EDUCATIONAL We offer:-</p> <ul style="list-style-type: none"> • A comprehensive curriculum which aligns with the Victorian Essential Learning Standards including a Language Other Than English (Italian). We strongly emphasise the development of skills in English and Mathematics • A dedicated and professional staff working in high functioning teams with an ongoing commitment to professional learning • High academic performance of students with a significant number in Prep to Year 3 performing beyond expected levels • A whole school commitment to Inquiry Learning Model. The focus being on the development of differentiated curriculum models to ensure we cater for all students and their abilities and learning styles • A culture of continuous improvement is the key to achieving our purpose, to provide a caring and challenging learning environment that teaches skills and values to assist students of all ability to reach their full potential, extending and supporting them in their endeavours to become valued and productive members of the community. <p>TECHNOLOGICAL</p> <ul style="list-style-type: none"> • All staff have access to the school’s network and internet through notebook computers and desktop computers • Staff use ICT to support planning, assessment and learning and the majority competently use their skills with students • The majority of students have access to computers at home • Continued infrastructure upgrades and increase in number of computers in classrooms is a priority <p>PHYSICAL ENVIRONMENT</p> <ul style="list-style-type: none"> • All rooms are well equipped however areas of concern include lack of learning space to cater for small group work, individualized instruction and teaching groups. This will hopefully be alleviated with the construction of a new BER Learning Centre in 2010 • Grounds are well laid out and outside spaces are used effectively but there is an ongoing commitment to development of the active and passive outside leaning environments • Need for ongoing minor and major maintenance of existing school buildings

Strategic Intent

	<i>Goals</i>	<i>Targets</i>	<i>Key Improvement Strategies</i>
<i>Student Learning</i>	To improve learning outcomes for students in Years 3 to 6, ensuring individual needs, abilities and talents are fostered and developed	<ul style="list-style-type: none"> • At least 35% of all students deemed capable to be rated A or B in VELTS teacher judgements in both English and Maths • Percentage of students in years 3 & 5 achieving at or above expected level in the National Assessment of both literacy and numeracy to be 95% or greater • Teacher assessed VELTS data to more closely align with on line assessments and Naplan results in both English and Maths • Student responses in the Teaching and Learning variables of the Attitudes to School Survey to be at or above 4.50 	<ul style="list-style-type: none"> • To further develop differentiated curriculum and effective teaching practice based on challenging and appropriate learning outcomes for all students • To develop a whole school approach to the teaching of mathematics and improve teaching practices through ongoing and supportive professional development • To develop common pedagogical understandings using the E5 Instructional Model which underpins Inquiry Learning
<i>Student Engagement and Wellbeing</i>	To further develop students' personal and social learning	<ul style="list-style-type: none"> • Student responses in Wellbeing variables of the Attitudes to School Survey to be at or above 6.00 • Parent responses in the Student Engagement section of the Parent Opinion Survey to be 6.00 or above 	<ul style="list-style-type: none"> • To create and implement a comprehensive whole school approach to student wellbeing, strengthening the school/child/family/community education partnership • Adopt innovative use of ICT to enhance student learning
<i>Student Pathways and Transitions</i>	To equip students with the skills, knowledge and understandings for successful transition entering into school, within primary school and in moving on to secondary school	<ul style="list-style-type: none"> • Parent satisfaction with the transition programs and school connectedness as reported in the Parent Opinion Survey to be 6.00 or above • Student responses in the Learning Confidence and Connectedness to Peers variables of the Attitudes to School Survey to be at or above 4.50 	<ul style="list-style-type: none"> • To enhance intra and inter school transfers and transition practices in partnership with parents and other school providers Kinder to Year 8

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)
<p><i>Student Learning</i></p> <ul style="list-style-type: none"> To further develop differentiated curriculum and effective teaching practice based on challenging and appropriate learning outcomes for all students To develop a whole school approach to the teaching of mathematics and improve teaching practices through ongoing and supportive professional development To develop common pedagogical understandings using the E5 Instructional Model which underpins Inquiry Learning 	Year 1	<ul style="list-style-type: none"> Embed a Performance and Development Culture with student learning as the key success criteria and the use of peer observation, shadowing and mentoring to further support teacher professional development and expertise. Further explore and implement PoLT principles as a whole staff. Continue to implement Student Portfolios across the school, including students setting challenging, appropriate and checkable learning goals. Incorporate student self-assessment/self report strategies. Continue to develop whole school effective teaching through implementation of the Inquiry Learning Model, the E5 Instructional Model, eLearning, thinking tools and flexible grouping practices Support implementation of Mathematics Scope and Sequence to align with the Mathematics Continuum P-8 standards and progression points, Continue whole school focus on literacy and numeracy and the scrutiny of Naplan, VELs and assessment tools to inform planning, teaching and learning Develop and resource a whole school staff professional learning plan that specifically explores teacher pedagogy in literacy and numeracy Further implement ICT and its accessibility into every classroom as a tool for teaching and learning 	<ul style="list-style-type: none"> Whole school implementation of school based mathematics planner. Increased collaborative planning and moderation between teams leading to more focused teaching and consistent VELs assessments of students Improvement in results in Curriculum Coordination and Professional Growth variables of Staff Opinion Survey Robust and purposeful performance development culture elements in use throughout the school leading to high staff satisfaction Teachers using online adaptive/linear tests and school's assessment schedule tests to continually monitor and track student progress in VELs Literacy and Numeracy Teachers P&D goals are aligned with the school goals and key improvement strategies
	Year 2	<ul style="list-style-type: none"> On-going moderation processes continues to ensure scrutiny of VELs, NAPLAN and other data Professional learning teams use data, peer observation, feedback and reflective practices. Implement a strategic coaching and mentoring program. Continued tracking of every student at the school. Students in need of support or extension identified and ILIP's developed Literacy & Numeracy assessment schedules reviewed & evaluated to address the learning needs of students 	<ul style="list-style-type: none"> Professional Learning Teams continue collecting and analysing data to inform planning Enhanced tracking of students' progress evident using online adaptive test PoLT principles, E5 Instructional model and ICT becoming embedded in teacher planning and practice Level planning meetings have timetabled teacher moderation sessions. A number of staff involved in a system of peer coaching embedded in teacher planning and practice
	Year 3	<ul style="list-style-type: none"> Continuous use of Naplan, VELs and other data to inform planning and appropriate and timely intervention. Continuous tracking of students to identify students in need of invention and extension. Students and teachers using ICT for planning, research, communication and assessments 	<ul style="list-style-type: none"> Improvement in Numeracy at Y3 & Y5 Naplan and VELs achievement Innovative use of ICT to support student learning across all areas of the curriculum Embedded teacher practice in planning and implementing Inquiry-based learning Teachers Performance and Development goals are aligned with the school goals and key improvement strategies Peer coaching is embedded in school.
	Year 4	<ul style="list-style-type: none"> Review Student learning policies and practices to continue to focus on improved outcomes 	<ul style="list-style-type: none"> Year of review, self evaluation and writing of new Strategic Plan

<p>Student Engagement and Wellbeing</p> <ul style="list-style-type: none"> To create and implement a comprehensive whole school approach to student wellbeing, strengthening the school/child/family/community education partnership To adopt innovative use of ICT to enhance student learning 	Year 1	<ul style="list-style-type: none"> Continue to implement school data base to track, monitor and support the learning of each child Use Years 3 to 6 PoLT surveys to inform teacher practice. Strengthen the home/school education partnership including forums, surveys, email, eNewsletter, area newsletters, parent information sessions etc Extend student voice activities eg student led lunchtime activities, raising profile of house system and reviewing of student leadership opportunities Whole school approach to positive social skills and resilience skills in the classroom and the playground 	<ul style="list-style-type: none"> Greater connectedness between different levels of the school Improvement in all variables of the Attitude to School survey All students Year 1-6 are surveyed re their attitudes to school At least one opportunity is provided for families to visit classrooms and/or programs each term Staff report improved satisfaction with student information documentation eg portfolios
	Year 2	<ul style="list-style-type: none"> Continue to implement the student wellbeing aspects of the physical, personal and social learning strand of the VELS. Include health and sustainability programs in the curriculum Continued work on student leadership throughout the school and improved student participation in decision making Continue to develop the playground as a place for learning and development of positive social skills Continue to provide professional development and learning for teachers. 	<ul style="list-style-type: none"> Improvement from the 2008 Student attitude to School Survey benchmark results in student connectedness to peers, learning confidence and safety Improvement from the 2008 Parent opinion benchmark results in relation to student connectedness and safety Teachers use the school Intranet and Ultratnet to support student progress through the school system
	Year 3	<ul style="list-style-type: none"> Continue to build partnerships with parents. Playground used as a place for learning and development of positive social skills Continued student participation in decision making and involvement in being leaders 	<ul style="list-style-type: none"> Whole school ownership and responsibility for the wellbeing needs of students and staff Student Leaders are actively involved in decision making and participation in a variety of school programs Improvement in Student Behaviour, Orientation and Motivation to be indicated via results in attitudes to school, parent and staff opinion surveys.
	Year 4	<ul style="list-style-type: none"> Review Student Engagement & Wellbeing policies and practices to continue to focus on improved outcomes 	<ul style="list-style-type: none"> Year of review, self evaluation and writing of new Strategic Plan
<p>Student Pathways and Transitions</p> <ul style="list-style-type: none"> To enhance intra and inter school transfers and transition practices in partnership with parents and other school providers Kinder to Year 8 	Year 1	<ul style="list-style-type: none"> Develop a transition and orientation program for all students new to the school. Implement Term 1 'Start Up' program across the school Implement a Term 4 'Stepping Up' type program across the school. At the network level, support the development of appropriate sub committees and the Glen Eira Kinder Prep Alliance to ensure effective effective practices and protocols focusing on improved Establish partnerships with network secondary colleges and investigate opportunities to extend student learning. Develop school based instruments to measure parent and student satisfaction with orientation and transition. 	<ul style="list-style-type: none"> Clearly defined processes for student orientation and transition at each level being put into practice Parents continue to feel welcomed and comfortable to enter the school and classrooms Parents attending parent forum, information sessions and special events Commitment to Alana and Madeline National Bank Buddy Bear program
	Year 2 & Year 3	<ul style="list-style-type: none"> Review current levels of satisfaction with induction and transition procedures by seeking feedback from prep parents and teachers at the school and the pre-school on an annual basis. Within the new networks, build strong links with secondary schools and continue to develop common understandings of pedagogy, assessment tasks, and student culture and community expectations. Continued participation in the City of Glen Eira Kinder/Prep network 	<ul style="list-style-type: none"> Clearly defined processes for student orientation and transition at each level being put into practice Parents continue to feel welcomed and comfortable to enter the school and classrooms Parents attending parent forum, information sessions and special events Transition programs across the school are consistent, reflect school values and support Teaching and Learning strategies
	Year 4	<ul style="list-style-type: none"> Review Student Pathway & Transition policies and practices to continue to focus on improved outcomes 	<ul style="list-style-type: none"> Year of review, self evaluation and writing of new Strategic Plan