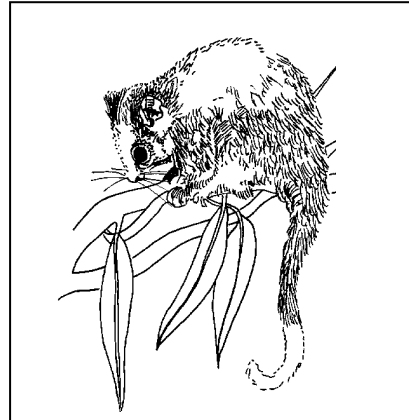




School Strategic Plan for  
 Pomonal Primary School  
 Grampians Region  
 2012-2015

Endorsement by School Principal	Signed..... <i>Kim McCann</i> ..... Name..... <i>Kim McCann</i> ..... Date..... <i>22.11.11</i> .....
Endorsement by School Council	Signed..... <i>[Signature]</i> ..... Name..... <i>ANITA SCOCORRE</i> ..... Date..... <i>22/11/11</i> .....  School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed..... Name..... Date.....



# School Strategic Plan for Pomonal Primary School Grampians Region 2012-2015



<p>Endorsement by          School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by          School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>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.....</p> <p>Name.....</p> <p>Date.....</p>

## School Profile

<p>Purpose</p>	<p>In a warm and nurturing environment students are encouraged to be curious, enthusiastic, self-motivated learners assisted by integrated modern technology.</p> <p>The development of leadership skills and independence is an important focus for each individual along with a respect of the natural environment.</p> <p>Students develop an appreciation of the close community in which they live and are supported to be active members of their community and the wider global community.</p>
<p>Values</p>	<p>Pomonal School should be a place of learning where everyone in the school community feels a sense of belonging. Where respect, responsibility and persistence are our key values.</p> <p><i>RESPECT- For yourself- Mental and inner strength- to stand up for yourself. (self-confidence) For others-Show tolerance and acceptance. To be caring, compassionate, comfort and accept comfort. Imagine what it would be like to walk in someone else's shoes. Individuals do make a difference.</i></p> <p><i>TAKE RESPONSIBILITY- for yourself and your actions. Be dignified ,disciplined and honest.</i></p> <p><i>PERSISTENCE- do not give up, be brave and accept the challenges life and learning put to you.</i></p>
<p>Environmental Context</p>	<p>Pomonal Primary School is a small two teacher school, with a full time principal and one other teacher. Technology enables the students to gain all of the information available to students in larger schools but allows the students to enjoy their childhood in a family atmosphere.</p> <p>Both students and their families have a strong sense of belonging to this Grampians school. It is an integral part of the close Pomonal community. Families of the students play a very active role at the school, through School Council, Parent's Club and involvement in the school's learning programs. Parents have set up weekly playgroup in the school grounds and pre-schoolers enjoy regular interaction with school children.</p> <p>The school is proud of the academic and sporting achievement of its students, over a number of years. It offers, along with its neighbouring schools in the Grampian's Cluster of small schools, a strong leadership program for all senior students.</p>

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To foster high quality educational outcomes for all students with a particular focus on literacy, numeracy and ICT.	<ul style="list-style-type: none"> <li>Using the 2012 English Online Interview data as a benchmark, reduce the number of children in band 1 &amp; 2 and increase the number of children achieving in bands 5 &amp; 6</li> <li>The aggregated proportion of students at or below the National minimum standard NAPLAN over the years 2011-14 will decrease</li> <li>The aggregated proportion of students in the two highest bands on the NAPLAN assessment over the years 2011-14 will increase</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build capacity of teachers in effective Literacy and Numeracy teaching with a focus on individualizing learning for these very small cohorts</li> <li>Explore and develop the e<sup>5</sup> Instructional Model as the basis for teacher practice and reflection beginning in the area of Numeracy and starting with one dimension e.g. "engage"</li> </ul>
Student Engagement and Wellbeing	To provide a stimulating learning environment which engages students. To promote the attitude to achieve ones personal best.	<ul style="list-style-type: none"> <li>School generated surveys completed each year to indicate high levels of whole school student satisfaction with:               <ul style="list-style-type: none"> <li>student motivation</li> <li>engagement in learning</li> <li>student relationships</li> <li>teaching and learning</li> </ul> </li> <li>To maintain all variables on the Parent Opinion Survey in the 4th quartile annually through to 2015</li> <li>To maintain levels of attendance – at below state average through to 2015</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support student engagement in learning through the development of the use of ICT across the school</li> <li>Continue to refine protocols to support successful transitions into, through and beyond the school</li> </ul>

Student Pathways and Transitions	To ensure a smooth passage into, through and from Pomonal Primary School, encouraging students to look forward to the next challenge.	<ul style="list-style-type: none"><li>• To maintain the transitions variable on the Parent Opinion Survey in the 4th quartile annually through to 2015</li></ul>	
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## School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<ul style="list-style-type: none"> <li>Continue to build capacity of teachers in effective Literacy and Numeracy teaching with a focus on individualizing learning for these very small cohorts</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Planned PD for teachers in the areas of literacy and numeracy according to specific needs of teachers and students.</li> <li>Detailed Individual Learning Plans for all students based on documented formal and informal assessment in literacy and numeracy.</li> <li>Review assessment across the school. Draw up assessment plan drawing on resources outside school.</li> </ul>	<ul style="list-style-type: none"> <li>Documented PD plan in place by the end of first term- aligned with school and teacher needs. Be flexible to take advantage of opportunities that come up during the year</li> <li>Learning plans to be reviewed by both teachers at the end of each term and goals set, in consultation with students for next term. Learning plans shared with parents.</li> <li>Students grades 3,5&amp; 6 to share at least part of the parent teacher interviews, their input to be based on learning plans. Students of grades P-2 optional attendance at interviews. Decision by teachers and parents.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>PD planned according to student and teacher needs.</li> <li>Modify Student Learning Plan documentation as necessary.</li> <li>Revisit assessment modify as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of student and staff needs at the beginning of each year to set PD.</li> <li>Students more aware of own needs , strengths and weaknesses, in consultation with teachers, set realistic and challenging goals.</li> <li>Wider assessment - balance of teacher observation and external evaluation.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>PD planned according to student and teacher needs.</li> <li>Assess impact of Student Learning and assessment planning.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of enhanced student learning through Individual learning plans and targeted assessment.- parents, students and teachers</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>PD planned according to student and teacher needs.</li> <li>Planning for future needs</li> </ul>	<ul style="list-style-type: none"> <li>Seeking direction from parents, teacher and student of how to build on gains made over past 3 years.</li> </ul>

<ul style="list-style-type: none"> <li>Explore and develop the e<sup>5</sup> Instructional Model as the basis for teacher practice and reflection beginning in the area of Numeracy and starting with one dimension e.g. “engage”</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Literacy and Numeracy- “engage”</li> <li>Enhanced emphasis of “ evaluation “ of teaching and learning area of E<sup>5</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>Documented engagement strategies (Work Program) to be a focus of at least one lesson a week, to be discussed and shared among staff.</li> <li>Use of student reflection journals at the conclusion of units of learning.</li> <li>Use of online assessment</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Fous on “evaluation” of teaching and learning</li> <li>Enhanced emphasis on “explore”</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to evaluate variety of assessment strategies that have been trialled and settle on agreed assessment regime.</li> <li>Units of work to include the element of active investigation by students and that they document their discoveries in some form.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Embedding of engage, evaluate , and explore in learning and teaching experiences.</li> <li>Enhance emphasis on “ explain and elaborate”</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to plan units using elements of engage, evaluate and explore specifically included in planning.</li> <li>Teachers to place emphasis on explaining and elaboration with particular students and their individual needs in mind.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Evaluation of changes in teacher planning and teaching as a result of the embedding of E<sup>5</sup> initiative.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of E<sup>5</sup> elements in all planning of work units.</li> </ul>
<ul style="list-style-type: none"> <li>Continue to support student engagement in learning through the development of the use of ICT across the school</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Improved access to computers</li> <li>Increased use of computers and appropriate computer programs to enhance learning.</li> <li>Write board PD to enhance teacher capabilities.</li> <li>Planned and programed typing skill lessons.</li> <li>Teacher PD in the ICT area as required</li> </ul>	<ul style="list-style-type: none"> <li>Senior students to each have their own laptop computer at school.</li> <li>Grades Prep and 1 to become familiar with using laptop computers.</li> <li>Enhanced systematic student filing of their own computer documents.</li> <li>Use of ICT for delivery of LOTE.</li> <li>Use of online assessment.</li> <li>Increased use of Ultranet.</li> <li>Enhanced typing skills</li> </ul>

	Year 2	<ul style="list-style-type: none"> <li>▪ Investigation of more creative ways to use computers for communication outside school and the local area</li> <li>▪ Teacher PD in the ICT area as required</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will be able to access and evaluate an ever increasing range of ICT based technology applicable to their needs.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Evaluation of teacher and student capabilities in ICT</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students use ICT more effectively and efficiently to enhance their learning.</li> <li>▪ That students are familiar with a range of computer programs and capabilities that they can use to enhance their everyday learning .</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Planning future directions in ICT</li> </ul>	
<ul style="list-style-type: none"> <li>• To enhance the teaching of the arts across the school.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>▪ Engage an art teacher to work with the children for half a day a fortnight in two learning groups.</li> <li>▪ To involve the school with Musica Viva musical activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greater student interest and confidence in the arts</li> <li>▪ Greater knowledge and enjoyment of the arts</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Build capacity to resource an ongoing arts program with the components of art and music</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begin to build a sequential program in both art and music.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ To add to the art and music curriculum some formal performance instruction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Link to art, music and performance areas of the arts program into formal, sustainable and ongoing part of the school curriculum</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Evaluate the Arts program</li> </ul>	
<ul style="list-style-type: none"> <li>• To create the schools own surveys about student wellbeing and transition in order to gain some data about the effectiveness of the schools programs when such small numbers of students are involved</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>▪ Create an in-house survey of students in the senior room with reference to - student motivation, engagement in learning , student relationships and teaching and learning.</li> <li>▪ Create survey for exit students and for parents of students coming to the school from kindergarten.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss with exit students how the school could have better prepared them for secondary school.</li> <li>▪ Begin trailing the surveys</li> <li>▪ Make contact with kindergartens and secondary school that the students come from and go to. Ensure reports from Kindergartens are received for all new enrolments.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Start gathering data from the surveys</li> <li>▪ Review and seek feedback about the surveys and modify accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to trial surveys</li> <li>▪ Continue to seek the view and feedback from exit students about their transition to</li> </ul>



			<ul style="list-style-type: none"> <li>▪ secondary school.</li> <li>▪ Continue to build relationships with kindergartens and secondary school relevant to Pomonal School</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Begin evaluation of survey data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make changes as indicated by data.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Evaluate the use of the surveys generated by the school.</li> </ul>	