

Paynesville Primary School

2343

"Where Friendship and Learning Grow"



School Strategic Plan

2008 -2011

Endorsement by School Principal	SIGNED..... NAME: Debbie Nicholls DATE 19 March 2008
Endorsement by School Council	SIGNED..... NAME: Dean Boyd DATE 19 March 2008 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME: Michonne Van Rees DATE.....

School Profile

<p>Purpose</p>	<p>To provide programs, plans and policies that lead to our students being literate, numerate, confident, empathetic, resilient and inquisitive.</p>											
<p>Values</p>	<p>The SCARF values underpin the way in which all sectors of our school community interact:</p> <table border="1" data-bbox="448 534 2038 1010"> <tr> <td data-bbox="448 534 689 619"> <p>Support</p> </td> <td data-bbox="689 534 2038 619"> <p>To assist each member of the school community in the pursuit of personal excellence and integrity in alignment with school values, purpose and expectations.</p> </td> </tr> <tr> <td data-bbox="448 619 689 671"> <p>Co-operation</p> </td> <td data-bbox="689 619 2038 671"> <p>Working together to achieve the goals and up hold the expectations of the school and school community.</p> </td> </tr> <tr> <td data-bbox="448 671 689 756"> <p>Acceptance</p> </td> <td data-bbox="689 671 2038 756"> <p>Being inclusive in all actions and decision making. Acknowledging and celebrating that differences help to create a unique and diverse school culture.</p> </td> </tr> <tr> <td data-bbox="448 756 689 890"> <p>Respect & Responsibility</p> </td> <td data-bbox="689 756 2038 890"> <p>Having respect for oneself and others; personal, school and community property; the environment and the values, purpose and expectations of the school community. Being accountable for individual and collective decisions and actions.</p> </td> </tr> <tr> <td data-bbox="448 890 689 1010"> <p>Friendliness & Fun</p> </td> <td data-bbox="689 890 2038 1010"> <p>Displaying fairness, honesty, kindness, courtesy and openness. Approaching situations with flexibility. Being prepared to see school as a place that goes beyond the academic and that considering the 'whole' person is vital in developing productive relationships. To keep a sense of humour and cultivate a sense of fun across all that is done.</p> </td> </tr> </table>		<p>Support</p>	<p>To assist each member of the school community in the pursuit of personal excellence and integrity in alignment with school values, purpose and expectations.</p>	<p>Co-operation</p>	<p>Working together to achieve the goals and up hold the expectations of the school and school community.</p>	<p>Acceptance</p>	<p>Being inclusive in all actions and decision making. Acknowledging and celebrating that differences help to create a unique and diverse school culture.</p>	<p>Respect & Responsibility</p>	<p>Having respect for oneself and others; personal, school and community property; the environment and the values, purpose and expectations of the school community. Being accountable for individual and collective decisions and actions.</p>	<p>Friendliness & Fun</p>	<p>Displaying fairness, honesty, kindness, courtesy and openness. Approaching situations with flexibility. Being prepared to see school as a place that goes beyond the academic and that considering the 'whole' person is vital in developing productive relationships. To keep a sense of humour and cultivate a sense of fun across all that is done.</p>
<p>Support</p>	<p>To assist each member of the school community in the pursuit of personal excellence and integrity in alignment with school values, purpose and expectations.</p>											
<p>Co-operation</p>	<p>Working together to achieve the goals and up hold the expectations of the school and school community.</p>											
<p>Acceptance</p>	<p>Being inclusive in all actions and decision making. Acknowledging and celebrating that differences help to create a unique and diverse school culture.</p>											
<p>Respect & Responsibility</p>	<p>Having respect for oneself and others; personal, school and community property; the environment and the values, purpose and expectations of the school community. Being accountable for individual and collective decisions and actions.</p>											
<p>Friendliness & Fun</p>	<p>Displaying fairness, honesty, kindness, courtesy and openness. Approaching situations with flexibility. Being prepared to see school as a place that goes beyond the academic and that considering the 'whole' person is vital in developing productive relationships. To keep a sense of humour and cultivate a sense of fun across all that is done.</p>											

**Environmental
Context**

***Paynesville Primary
School***

*"Where Friendship &
Learning Grow"*



Paynesville Primary School is located on the edge of the picturesque Gippsland Lakes systems, 16 kilometres south of Bairnsdale. Many families enjoy the boating and fishing lifestyle that the area offers and many students can be seen dangling a line from the jetties on weekends and after school. Most workers commute to nearby Bairnsdale for employment.

Paynesville is categorised in Like School Group 7 when compared with other state schools in Victoria. This means the school has a reasonably high proportion of families receiving additional financial assistance in the form of the Education Maintenance Allowance with a low proportion of families where English is considered to be a second language.

We have a low turn over of teaching and support staff with figures showing 100% of staff in 2006 being retained in 2007. A significant percentage of our teaching staff are Expert Teachers with many years of experience behind them.

Over the past three years enrolment has ranged from 230 to almost 270 with the majority of students living in Paynesville. Paynesville is currently enjoying a boom in new housing and it is expected that an increased enrolment will follow over the coming years.

Paynesville School is a member of the Bairnsdale Cluster of schools. As such we are members of the Bairnsdale Innovations and Excellence (I & E) Cluster which is aiming to improve literacy levels of all students across the cluster, improve transition between primary and secondary schools and to support schools as they work towards improving the Performance and Development Culture of staff. We are also fortunate to be a part of The Schools As Hubs program which is an initiative of the Communities for Children initiative run through Kilmany Family Care. Working in partnership with Eagle Point Primary School, Paynesville Kindergarten, Paynesville Maternal Health and Child Care centre and the Paynesville Neighbourhood Centre we are working towards improving literacy levels of children aged 0-6. Students also participate in a range of interschool sporting activities with other schools from our cluster. These areas will be a continued focus throughout the life of this plan along with the additional areas you will find on the following pages

In 2006 the school community celebrated 125 years of providing students from the Paynesville area with many and varied educational and social opportunities and experiences. While many of the visitors who attended the celebration weekend attended the original school all could appreciate the beauty and flexibility in the design and landscaping of the new building.

We want to create an environment where staff and families work together to provide the best opportunities for all our students. We keep in mind that each child is unique, learns differently, has different passions and interests and that as a school we need to do our best to equip students with skills, attitudes and values which will allow them to be confident and compassionate participants in an increasingly global environment.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning in mathematics and writing in grades P-6.	<ul style="list-style-type: none"> • An annually increasing proportion of students achieving above C in their respective VELS mathematics and writing levels 3-6; • An annually decreasing proportion of students achieving below C in their respective VELS levels P-6; 	<p>Enhance the organisational capacity of the school to support improved student learning.</p> <ul style="list-style-type: none"> • Collaboratively with staff, parents and students review school vision and core values. <ul style="list-style-type: none"> – Establish clear leadership, teacher and support staff behavioural statements which fall out of identified school values; • Collaboratively, develop a whole school curriculum policy which reflects school vision and values and: <ul style="list-style-type: none"> – identifies a shared whole school policy and approach to teaching and learning; – draws together the schools preferred teaching practices relating to PoLT, Thinking Curriculum, explicit teaching and early years practices – incorporates an agreed policy for student assessment including assessment <i>for, of</i> and <i>as</i> learning – outlines preferred team and individual teacher planning models based on individual student's needs and teaching to individual point of learning • Develop, implement and resource a whole school mathematics policy and program; • Continue working towards full implementation of VELS; • Continue to implement cluster strategies targeting improved student writing;

<p>Student Learning (Continued)</p>	<p>To improve student learning in mathematics and writing in grades P-6.</p>	<ul style="list-style-type: none"> • An annually increasing proportion of students achieving above C in their respective VELS mathematics and writing levels 3-6; • An annually decreasing proportion of students achieving below C in their respective VELS levels P-6; 	<ul style="list-style-type: none"> • Review the efficacy of current school team and class structures with a view to reaffirm, improve, or change current team and class configurations; • Implement assessment moderation across school teams, between similar level teaching teams from cluster schools, and between year 6 and 7 teachers (see 4.3); • Ensure all (year 3 and 5) student participation in AIMS (and On-Line) assessment; • Establish a representative staff forum to regularly monitor and respond to expressed staff concerns including those relating to goal congruency, cross school curriculum communication, and performance feedback. <p>Further enhance teacher capacity to affect improved student learning.</p> <ul style="list-style-type: none"> • Enhance teacher performance and development processes to include informed collegiate feedback on teaching as a key source of performance feedback; • Develop teacher ability to coach colleagues in affecting improved student outcomes; • Implement a whole school professional practice of regular formal and informal collegiate teacher observation; • Further develop the practice of teacher modelling of successful and targeted teaching strategies
--	--	--	--

<p>Student Engagement and Wellbeing</p>	<p>To improve student relationships with a specific focus on improving student safety and student behaviour.</p>	<ul style="list-style-type: none"> • Student opinion of safety to be at or above state means; • Student and teacher opinion of student and classroom misbehaviour to be at, or better than, state means; • Staff opinion of effective discipline policy to be better than state means. 	<p>Improve management of student behaviour.</p> <ul style="list-style-type: none"> • Collaboratively, (students, staff and parents), develop and implement a consistent whole school approach to student discipline. The approach to feature: <ul style="list-style-type: none"> – Daily and weekly ,classroom and yard tracking of student behaviour, including tracking of acknowledgement of positive student behaviour; – Teacher observation and feedback on classroom behaviour management; – Agreed protocols for dealing with extreme behaviours. • Collaboratively review SCARF values and specific behaviours which fall out of agreed values. • Conduct quarterly staff review and identification of agreed targeted behaviours, and staff response <p>Review and enhance the school's anti-bullying program.</p> <ul style="list-style-type: none"> • Implement a no tolerance approach to bullying; • Explore and implement strategies to enhance student resilience; • Institute quarterly student forums to discuss bullying and to identify and implement (where appropriate) student recommended responses to student bullying.
--	--	---	--

<p>Student Pathways and Transitions</p>	<p>To enhance student transition to, through and from school.</p>	<ul style="list-style-type: none"> • School to establish student satisfaction benchmarks with year 7 students and to annually improve against this benchmark; • Parent satisfaction with transition to equal or exceed the 75th percentile • P-7 Individual learning plans and pathway plans in place for all students with special needs, talents or skills by 2009. 	<p>Improve current transition programs and processes.</p> <ul style="list-style-type: none"> • Establish a whole school, cumulative data base to track student progress across the school, to inform teaching, and to facilitate smooth student transition through the school. • In collaboration with I&E cluster schools, establish a comprehensive curriculum based transition program; • Establish bridging (6-7) units of studies; • Collaboratively, with secondary colleges, schedule a minimum number of forums to moderate on progression points in Discipline based domains. <ul style="list-style-type: none"> • Establish digital student portfolios • Schedule students to individually/personally present their portfolios to receiving schools; • Extend Individual Learning Plans (ILPS) to include students with special gifts and talents; • Establish an annual year 7 focus group to review the school's transition program. <p>Establish student pathways.</p> <ul style="list-style-type: none"> • Collaboratively with parents and, where appropriate with students, further develop Individual Learning Plans into Pathway Plans for students with special needs, talents and skills outlining learning options, and support and enrichment programs from enrolment to grade 6; • In collaboration with the relevant secondary college extend pathway plans beyond gr.6.
--	---	---	--