

Sale Primary School

Gippsland Region

2011-2014

Sale Primary School



545



SALE PRIMARY SCHOOL
No. 545

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Brad Evans</p> <p>Date:</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Kain Jackson</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: Glyn Milner</p> <p>Date:</p>

<p>School Profile</p>	<p>The philosophy of the school underpins all school operations and curriculum. It is encapsulated by the school motto, “At 545 We Care”</p> <p>The Sale Primary School No 545 endeavours to create a nurturing, caring learning environment for our students, which seeks to foster a pride and joy in school and in life-long learning, and to prepare students as well rounded and valuable contributors to the community in which they live.</p> <p>We do this by focusing on the following:</p> <ul style="list-style-type: none"> • Seeking the best educational approaches for curriculum delivery. • Providing a wide range of programs to enable each student to discover and develop his/her own abilities, interests and worth. • Providing a friendly, safe and purposeful environment, free from harassment, in which students are able to value and enjoy learning. • Developing close partnerships between home and school and by fostering close connections between the school and the wider community. • To provide a curriculum that is appropriate for, and accessible to, all students. • Challenging, extending and motivating all students in order to support them to achieve their full potential. • Providing the necessary learning resources, accessible to all. • Ensure opportunities for students to participate in decision making. • Developing students for lives as global citizens
<p>Purpose</p>	<p>The Sale Primary School seeks to provide a nurturing, caring working environment for our teaching and support staff, and also seeks to foster a pride in the educational setting that we provide for our students.</p> <p>We do this through focusing on the following:</p> <ul style="list-style-type: none"> • Encouraging a team focused approach to curriculum planning – PLT and paired approach. • The creation of a performance and development culture which constantly seeks to affect improvement in teaching methodology, curriculum delivery and personal and professional growth. • Providing opportunities for all staff in the school to have representation in decision making across the school. • Having documented roles, responsibilities, policies and procedures for staff and decision making which reflect the values of the school. <p>The Sale Primary School seeks to provide an inviting environment for members of our school community, to foster a connection with the school.</p> <p>We do this through focusing on the following:</p> <ul style="list-style-type: none"> • Encouraging parent participation in school based organisations such as Parent Club and School Council, which foster relationships with other members of the school community. • Providing opportunities for parents to participate in their child’s education at school through a range of classroom, sporting, and cultural activities or assisting in special programs. • Having the school involved in a range of community based activities. • Ensuring that open and effective communication channels are provided, allowing the school community to access school leadership personnel.

<p>Values</p>	<p>The following values are the foundation from which the school bases its decision making processes:</p> <ul style="list-style-type: none"> • In respecting the individual, we value the whole person, we treat people equally and we strive to maintain a safe environment where “risk taking” with learning is encouraged. • We value teamwork, which provides support and features cooperation between staff, students, parents and the broader community. • Having fun is essential in maintaining a healthy work ethic. • We value learning that strives for excellence, has high expectations and works towards continuous improvement. • Professional commitment and open, honest communication is essential for the maintenance of high professional and ethical standards. • We value our past while planning and building for a better future.
<p>Environmental Context</p>	<p>Sale Primary School - known locally as "545" – is located in the Wellington Shire in Gippsland, 210 kilometres east of Melbourne. It was first established in 1853 but has occupied its current site, adjoining historic Victoria Park, near the centre of town since 1883. The school has a happy, relaxed community atmosphere that fosters a strong and active partnership between students, staff, parents and the local community.</p> <p>Sale Primary School (545) draws its pupils from the town itself, and from outlying areas, including the R.A.A.F. Base at East Sale, with students from defence force families making up approximately 10% of the student population. The school employs a Defence Force Transition Aide to assist transition of students from defence force families. 545 has sustained a period of growth throughout the past decade with the school’s enrolment consolidated above 500 students. The school currently has an enrolment of 536 children, with approximately 10% movement of students each year. The school enrolments have peaked and with large cohorts of students leaving the school via 6 / 7 Transition in the next 2-3 years, numbers should drop below 500 given the predicted Kindergarten enrolments.</p> <p>The school community actively supports the school through School Council with sub committees in the areas of Finance, Buildings & Grounds, Curriculum and Fundraising. Parent Club operate the school’s canteen and provide a fundraising and parent support role to the school, often coordinating whole school activities such as our annual Garden Party (fete) where the traditional dancing of the Maypole has been a feature for over 100 years. The Parent Representative program provides a classroom parent contact to assist the teacher in coordinating parent helpers for a range of classroom activities, including excursions</p> <p>The school operates a whole school approach to student management based upon positive rewards, the celebration of student successes and the development of social skills. A range of student leadership opportunities exist, including: Junior School Council, Young Leaders, Environmental Leaders, Peer Activity Leaders (PALS), House and Music captains, Tournament of Minds, conducting whole school ceremonies (assemblies, ANZAC Day services), parent information days.</p> <p>The school provides a comprehensive approach to the provision of support programs across the school. 545’s program for students with disabilities is highly regarded within the local community. 545 also provides welfare based programs such as Seasons (Grief & Loss Program) as provided by our School Chaplain, pastoral teachers for senior students, Prep buddies, as well as maintaining close links with the Wellington Student Support Services Team and a range of community support agencies.</p> <p>The school has also focused significant energy and resources in recent times to strategically improving the school’s facilities, equipment and grounds. This has resulted in beautifully landscaped grounds with a range of playground facilities for students. The teaching spaces are well resourced; with 100+ networked computers for student usage, multiple digital cameras, A-V access for classrooms and interactive whiteboards in every classroom and laptop trolleys for Middle and Senior School classes. All teaching spaces are air conditioned and there are 2 fully equipped teacher workspaces to facilitate teacher planning and lesson preparation. The school also has a fully functioning Library, purpose-built Art Room, Music Room and a multi-purpose indoor Hall facility for many school activities.</p> <p>The Sale Primary School operates 21 classrooms in 2010 and endeavours to keep classes as small as possible. The Curriculum provided within these classrooms is based on the Victorian Essential Learning Standards (VELS) and School Policy documents.</p>

The school provides specialist teaching areas in LOTE (Japanese), Physical Education, Music and Visual Arts. We provide intervention programs such as Reading Recovery and Special Needs Literacy across the school in areas of identified need. Private music tutors are also available at the school to provide tuition in a range of musical instruments.

The school also boasts a proud history of success in the sporting arena where students actively participate in House Sports in Swimming, Cross-Country and Athletics that lead to representative opportunities at District, Zone and State Level Championships. Students are also provided with opportunities at Team and Individual level to participate in Football, Netball, Soccer and Basketball again, at District, Zone and State Levels.

The school also boasts traditions in the Performing Arts and LOTE (Japanese.) Every student's art work is showcased in our Annual Art Show held in Term 4. There are also opportunities for art work to be displayed at community events such as the Sale Show and at the Sale Regional Art Gallery. Musically, students also have the opportunity to join one of two choirs, a Japanese Taiko Drumming group and School Band. These groups perform at local events including the Wellington Eisteddfod. In LOTE, students have the opportunity to perform in the Japanese Speech Contest and Calligraphy Competitions where we have had success at the state level. Our bi-annual Middle School Japanese Concert is also a highlight of this program. The Japanese Program is also greatly enhanced by the work of our Japanese Assistant Teacher.

The staff demographics consist of a combination of Graduate / Accomplished / Experienced and Leading Teachers as well as significant number of Educational Support Staff (ES) that support Administration and Program for Student Disabilities within the school. Leadership responsibilities within the school reflect role statements / experience with Leading Teachers responsible for Whole School Direction in: Curriculum / Assessment and Reporting and Professional Learning. Experienced Teachers fulfil Professional Learning Teams Leaders or Domain Leadership or a combination of other responsibilities e.g. Camps / Swimming / School Council. The school will continue to target employing graduate teachers in the coming years to ensure a balance of staffing experience.

All classroom teachers are grouped into planning pairs or trios, within a Professional Learning Team (PLT) aligned with the curriculum level in which they work – led by a Team Leader selected on merit. The school attempts to provide administration and planning time for classroom planning partners simultaneously to facilitate a team approach to planning.

All teaching staff (except Leading Teachers) are required to be a member of a VELS Domain Group, who meet twice per term after school. These groups are often led by Expert Teachers. They develop yearly action plans for their curriculum area, which follow Annual Implementation Plan goals, as well as promote the Domain area, manage the Domain Budget, write policy and conduct minor curriculum reviews for their Domain. Members of PLT's are represented at Domain groups and are required to report and share Domain group information at PLT Meetings.

Staff Appraisal and Recognition are supported by Learning Circles and Performance Review. Learning Circles consists of one meeting per term for all staff. Learning Circle groups consist of cross-sections of the school's workforce sharing their Professional and Personal Goals and supporting each other in the achievement of these goals. These goals are included in recently revised Performance Review documents that also include Whole School AIP Goals and clearly defined Role Statements. Performance Review Meetings are held 3 times per year with either the Principal or Assistant Principal who share the role of Reviewer. Agendas for these meetings are set in advance and centre on Student Learning / Role Performance and Personal Goal/s discussions.

Other governing bodies within the school include the Strategic Planning Group and the Consultative Committee as follows:
The school is also organised via a clearly defined Meeting Schedule that takes into account the need to roster the following meetings within a school term:

- Professional Learning Team Meetings – up to 7 per term
- Strategic Planning / Consultative Committee Meetings – twice per term
- Staff / Staff Welfare and Domain Meetings – twice per term

- Professional Learning – twice per term
- Library Management Meeting – once per term

In addition, provision for Learning Circles, Planning Week and Report Writing / Parent Teacher Interviews are created within the Meeting Schedule where weeks are declared “Meeting Free” for these purposes.

Strategic Intent

	Goal	Targets	Key Improvement Strategies
<p>Student Learning</p>	<p>To improve student learning in English & Mathematics and optimise outcomes for all students with a specific focus on spelling, reading & number.</p>	<p>By 2013:</p> <ul style="list-style-type: none"> • In Year 1 & Year 2 90% of students will be at or above the expected level for Reading, Writing and Speaking and Listening, as measured by English Online Interviews. • At least 30% of students from Prep – 6 achieving 6-12 months ahead of expected level based on Teacher Judgements in English & Mathematics. • Annually increasing proportion of students at Years 3 and 5 achieving above the expected level in English and Mathematics as indicated by NAPLAN data (using 2009 data as a baseline, trended over 4 years) • Annually decreasing proportion of students at Years 3 and 5 achieving below the expected level in English & Mathematics as indicated by NAPLAN data (using 2009 data as a baseline, trended over 4 years.) • Student Attitude to School Survey mean scores to improve annually and to be in the third quartile or above by 2013 for : <ul style="list-style-type: none"> ○ Student Motivation ○ Learning Confidence ○ Stimulating Learning ○ Teacher Effectiveness ○ Teacher Empathy 	<ul style="list-style-type: none"> • Enhance educational capacity of the school to deliver improved student learning outcomes (number, spelling, reading) with a focus on <ul style="list-style-type: none"> ○ Teaching practice ○ Staff professional development • Enhance organisational capacity of the school to deliver improved student learning outcomes (number, spelling, reading) with a focus on <ul style="list-style-type: none"> ○ Leadership

	Goal	Targets	Key Improvement Strategies
<p>Student Engagement and Wellbeing</p>	<p>To improve the engagement and well-being of students in their own learning within a safe, supportive and stimulating learning environment.</p>	<p>By 2013:</p> <ul style="list-style-type: none"> • Using 2009 as a benchmark year, each year level's average attendance will improve by 2 days. • Student Attitude to School Survey mean scores to improve annually and to be in the third quartile or above by 2013 for : <ul style="list-style-type: none"> ○ Student Motivation ○ Learning Confidence ○ Stimulating Learning ○ Student Safety ○ Classroom Behaviour ○ Connectedness to Peers ○ School Connectedness • Staff Opinion Survey mean scores to improve annually and to be in the third quartile or above by 2013 for: <ul style="list-style-type: none"> ○ Effective Discipline Policy ○ Student Misbehaviour ○ Classroom Misbehaviour 	<ul style="list-style-type: none"> • Collaboratively (parents, students, teachers) develop and implement policies in: <ul style="list-style-type: none"> ○ Student Engagement ○ Student Behaviour Management ○ Student Bullying Policy • Develop and implement a sequential P-6 Social Skills Program. • Develop and implement a Student Attendance Policy.

	Goal	Targets	Key Improvement Strategies
Student Pathways and Transitions	To improve the quality of transition into and throughout the school	<ul style="list-style-type: none"> • Parent Opinion Survey mean scores to improve annually and to be in the third quartile or above by 2013 for the Transition Variable • Establish a Student Satisfaction survey relating to Transition. Using 2011 data as a benchmark, achieve annual improvement in student satisfaction. 	<ul style="list-style-type: none"> • Enhance the K-P Transition Program • Develop and enhance internal transition procedures

School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<h3>Student Learning</h3>	<h3>Year 1</h3>	<ul style="list-style-type: none"> • Immerse all staff in the e5 model • Collaboratively develop and implement a whole school agreed teaching and learning framework guideline based on PoLT and e5. • Enhance Performance and Development procedures (Performance Review) across the school that focus on student learning outcomes. Including: <ul style="list-style-type: none"> ○ Observation of classroom teaching practice referenced against the teaching and learning framework ○ Value added to student learning ○ Student feedback ○ Attendance • Implement Mathematics Policy • Implement PLT Agenda across school to use data to guide maths improvement (WALP model) • Ensure consistent implementation of the spelling policy • Review current classroom practice against the spelling policy • Professional learning in teaching strategies (Faye Bolton) for targeted staff • Update spelling resources • Promote (as first year strategy only) successful reading practice. • In the light of the school's new strategic plan, all leadership roles will be reviewed. 	<ul style="list-style-type: none"> • All staff have been comprehensively trained in e5 • Developed and implemented Teaching and Learning Framework based on PoLT and e5. • Implemented improved Performance and Development processes which includes: <ul style="list-style-type: none"> ○ Observation of classroom teaching practice referenced against the teaching and learning framework ○ Value added to student learning ○ Student feedback ○ Attendance • Consistent whole school approach to spelling • All leadership roles and responsibilities are linked to the school's Strategic Plan • Teaching and Learning variables of Student Attitude to School Survey show trend improvement

	Year 2	<ul style="list-style-type: none"> • Implement and resource Mathematics Policy: <ul style="list-style-type: none"> • Whole school focus on the effective delivery of Number • Targeted professional development in effective teaching of Number • Implement PLT Agenda across school to use data to guide maths improvement (WALP model) • Review efficacy of spelling policy and program • Further embed Teaching and Learning Framework • Continue to promote successful reading practices. • Continue to implement revised Performance and Development (Performance Review) Strategy • Introduce specific student improvement targets for individual teachers at year levels • Leadership accountability and Performance Reviews linked to revised roles. 	<ul style="list-style-type: none"> • New Mathematics Policy is fully implemented and resourced • All teachers/ teams across the school adopt WALP model • Demonstrated increased confidence by teachers in delivering number • Improvements in NAPLAN Spelling data and evidenced in school-based assessment • Improvement in Role Clarity and Appraisal and Recognition variables on Staff Opinion Survey • Teaching and Learning variables of Student Attitude to School Survey show trend improvement.
	Year 3	<ul style="list-style-type: none"> • Collaboratively develop and implement a Reading Policy • Review and modify where necessary the Spelling Policy • Review and modify where necessary the Teaching and Learning Framework • Continue to resource the new mathematics focus on Number 	<ul style="list-style-type: none"> • Whole school Reading Policy developed and implemented • Teaching and Learning variables of Student Attitude to School Survey show trend improvement.
	Year 4	<ul style="list-style-type: none"> • Fully implement and resource new Reading Policy • Review and modify the Mathematics Policy as required. 	<ul style="list-style-type: none"> • Whole school Reading Policy developed and implemented • Teaching and learning variables of Student Attitude to School Survey show trend improvement.

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Engagement and Wellbeing</p>	<p>Year 1</p>	<ul style="list-style-type: none"> • Implement a revised Student Management Policy • Implement a revised Student Bullying Policy • Implement a Student Engagement Policy. (DEECD Requirement) • Develop and implement a whole school approach to student attendance. • Develop and implement a 'student voice'. 	<ul style="list-style-type: none"> • Published and implemented Student Behaviour Management, Student Bullying and Student Engagement Policies • Trend improvements in the Classroom Behaviour and Student Safety variables of Student Attitude to School Survey (SASS.) • Trend improvements in the Classroom Behaviour, Student Misbehaviour and Effective Discipline Policy variables of the Staff Opinion Survey (SOS) • Improved student attendance at all year levels. • Student attendance incorporated in Performance and Development process. • Trend improvements in Connectedness to School variables of Student Attitude to School Survey (SASS.) • Increased student voice. • Trend improvement in Parent Survey variables of: Behaviour Management, Student Safety, Classroom Behaviour, Student Motivation and School Connectedness.

		Actions	Achievement Milestones (Changes in practice and behaviours)
	Year 2	<ul style="list-style-type: none"> • Develop and implement a sequential P-6 Social Skills Program. • Continue to fully implement student behaviour management policy. • Continue to fully implement student bullying policy. • Continue to promote positive student attendance. 	<ul style="list-style-type: none"> • Social Skills Program documented and implemented. • Trend improvements in Connectedness to School variables of Student Attitude to School Survey (SASS.) • Trend improvements in the Classroom Behaviour and Student Safety variables of Student Attitude to School Survey (SASS.) • Trend improvements in the Classroom Behaviour, Student Misbehaviour and Effective Discipline Policy variables of the Staff Opinion Survey (SOS) • Improved student attendance at all year levels. • Student attendance incorporated in Performance and Development process. • Trend improvement in Parent Survey variables of: Behaviour Management, Student Safety, Classroom Behaviour, Student Motivation and School Connectedness.

		Actions	Achievement Milestones (Changes in practice and behaviours)
	Year 3	<ul style="list-style-type: none"> • Review and update (where necessary) whole school approach to Student Attendance. • Review and update Student Behaviour Management Policy • Review and update Student Bullying Policy 	<ul style="list-style-type: none"> • Trend improvements in Connectedness to School variables of Student Attitude to School Survey (SASS.) • Trend improvements in the Classroom Behaviour and Student Safety variables of Student Attitude to School Survey (SASS.) • Trend improvements in the Classroom Behaviour, Student Misbehaviour and Effective Discipline Policy variables of the Staff Opinion Survey (SOS) • Improved student attendance at all year levels. • Student attendance incorporated in Performance and Development process. • Trend improvement in Parent Survey variables of: Behaviour Management, Student Safety, Classroom Behaviour, Student Motivation and School Connectedness.

	Actions	Achievement Milestones (Changes in practice and behaviours)
Year 4	<ul style="list-style-type: none"> Review and update Social Skills Planner 	<ul style="list-style-type: none"> Trend improvements in Connectedness to School variables of Student Attitude to School Survey (SASS.) Trend improvements in the Classroom Behaviour and Student Safety variables of Student Attitude to School Survey (SASS.) Trend improvements in the Classroom Behaviour, Student Misbehaviour and Effective Discipline Policy variables of the Staff Opinion Survey (SOS) Improved student attendance at all year levels. Student attendance incorporated in Performance and Development process. Trend improvement in Parent Survey variables of: Behaviour Management, Student Safety, Classroom Behaviour, Student Motivation and School Connectedness.

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Student Pathways and Transitions	Year 1	<ul style="list-style-type: none"> • Collaboratively (parents, teachers, pre-school providers) explore and implement improved K-P transition strategies • Implement improved internal student transition processes (including new students entering the school) <ul style="list-style-type: none"> ○ Implement Class/Grade Placement Guidelines 	<ul style="list-style-type: none"> • Identified, documented and agreed improved K-P transitions procedures implemented • Trend improvement in Parent Survey Transition variable • Identified, documented and agreed improved internal transitions procedures implemented
	Year 2	<ul style="list-style-type: none"> • Continued implementation of K-P and internal transitions programs 	<ul style="list-style-type: none"> • Identified, documented and agreed improved K-P transitions procedures implemented • Trend improvement in Parent Survey Transition variable • Identified, documented and agreed improved internal transitions procedures implemented
	Year 3	<ul style="list-style-type: none"> • Continued implementation of K-P and internal transitions programs 	<ul style="list-style-type: none"> • Identified, documented and agreed improved K-P transitions procedures implemented • Trend improvement in Parent Survey Transition variable • Identified, documented and agreed improved internal transitions procedures implemented
		Actions	Achievement Milestones

			(Changes in practice and behaviours)
	Year 4	<ul style="list-style-type: none"> • Review of K-P and internal transitions programs 	<ul style="list-style-type: none"> • Consistent approach by teachers in the placement of students in future year levels • Improved Mean Scores in Student Attitude to School Survey • Improved Mean Scores in Parent Opinion Survey (Transitions)