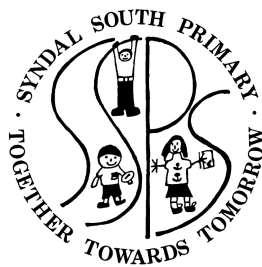


Syndal South Primary School 4924

School Strategic Plan 2008 -2011



| | |
|--|--|
| Endorsement by School Principal | SIGNED..... NAME Susanne Lowe DATE..... |
| Endorsement by School Council | SIGNED..... NAME Stephen Petris DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council |
| Endorsement by Regional Director (or nominee) | SIGNED..... NAME..... DATE..... |

School Profile

| | |
|-------------------------------------|---|
| <p>Purpose</p> | <p>To develop an engaging and supportive environment, working together to achieve and celebrate success and build on student connectedness.</p> <p>To nurture and develop in our students a passion for life long learning.</p> <p>To empower students with skills, knowledge and attitudes to become active members of the community, who use their learning to make a difference locally and globally.</p> <p>To extend attitudes & understandings leading to personal action by students to reduce their environmental footprint and promote sustainability.</p> |
| <p>Values</p> | <p>The values which underpin the actions of the whole school community are:</p> <ul style="list-style-type: none"> • Integrity - being honest and fair, being true to oneself. • Passion - wondering about and exploring the world around us. • Resilience - maintaining a positive attitude, having the confidence and persistence to face, overcome and grow with life's challenges. • Respect - a commitment to the rights of self, others and the environment. • Teamwork - working together to achieve the best possible outcome for all. |
| <p>Environmental Context</p> | <p>Social – community and demographics</p> <ul style="list-style-type: none"> • The students, staff, parents and the wider community all work together with a clear sense of purpose to maintain a community spirit which values diversity, encourages personal responsibility and respect for the rights of others. • The whole school community has a commitment to nurturing excellence and achieving ones best. • Parental involvement is a key feature of the school. A range of expertise and interests is valued and incorporated to support student learning and multi-faceted aspects of the school community. • Staff profile reflects a range of expertise, with a third of the teaching staff having begun their career in the last decade. Staff bring a diverse range of experience and skills to Syndal South Primary School. • Enrolments have been steadily building over the past ten years with an increase of 100 students, leading to a current enrolment of 388. It is expected that these numbers will vary by 10 – 20 students over the next 5 years. • Syndal South is a diverse and multicultural community with 45% of students having a Language Background Other than English and an Education Maintenance Allowance figure of 13%. |

Educational

- The school offers powerful educational programs in all areas of the VELS framework. A whole school approach to Integrated Inquiry learning is currently being adopted. The aim is to foster a high level of involvement from students as they acquire understanding, skills and values in a meaningful teaching and learning context.
- The DEECD assessment and reporting procedures continue to be implemented at Syndal South. Staff will continue the development and implementation of assessment *as, of* and *for* learning and reporting strategies including the new Student Report Cards.
- The school is committed to ensuring the education of the whole person; the social, emotional, personal and intellectual development of each student is maximised. The school provides extensive extra curricula activities for students from P-6. These include Active After School Sports Program, Solar Car, Solar Boat Challenges, Japanese Study Tour program, Aerobics and an ever increasing range of lunchtime well-being activities.
- The school will seek accreditation in Performance and Development Culture in 2008.
- A whole school Professional Learning Plan was developed in 2006-07, linking to personal and team development goals.
- AGQTP funding was gained in 2007 to support the development of a whole school Integrated Inquiry approach.
- Collegiate conversations were established through the Waverley Links Network Schools, across levels, whole staff and School Council. Successes from this include shared unit planning, whole school curriculum day, joint school excursions and moderation of student work.

Technological

- Implementation of a four year ICT plan continues, this will ensure the 1:4 computer-to-student ratio throughout the school.
- The introduction of electronic whiteboards is being considered and may need to be budgeted for in the near future. Additional professional development (PD) for staff will be required in this area.
- The Glen Waverley Cluster Network Design Team Project: ‘How can we develop critical thinking for and through ICT to equip students with the communication skills required to actively participate in collaboration and social networking?’ has enabled the exploration of ICT.
- A variety of ICT tools will continue to be integrated into all classroom programs.
- All teaching staff have access to laptop computers allowing use of the school Intranet as a daily interactive communication tool.

- The school currently has an excellent living website which meets departmental compliance guidelines. It will continue to be reviewed and upgraded to provide a community friendly and useful communication tool.
- Further development of students' intranet as a communication tool for students at school and home.

Environmental – grounds and facilities

- Steadily increasing student numbers have required the addition of several extra classrooms in the life of the previous Charter and it is expected that pressure on physical resources will be a feature of this Strategic Plan. Whilst all learning spaces are heated and air conditioned, upgrading of learning spaces to facilitate innovative teaching practices will need to include consideration for team teaching, technologically rich learning spaces and Developmental Curriculum.
- Areas of concern include the adequacy of physical space:
 - staff planning and resource centre
 - meeting space
 - office space
 - storage space
- The grounds are well established with extensive native gardens. Features include water saving initiatives, Greenhouse/Propagation centre, free-ranging chickens, worm farm, compost corner, Wetlands and a Living quilt. Gardens include Japanese, Bush tucker, Invertebrate and Vegetable patch. An active facilities committee and hard working parent body have supported a number of environmental initiatives and grounds developments and continue to work on a 5 year Grounds Plan.
- The school encompasses extensive play spaces, including jogger's track, full oval and soccer pitch and three distinct play equipment areas. A successful Investing in Schools Project submission has enabled the upgrade of playground and outdoor facilities including specific play space for junior students, outside classroom/amphitheatre and shade sails over two sandpit areas, enabling more effective use of outdoor learning spaces.
- The school has successfully obtained funding for a Harvesting Rainwater System through the Federal Government Community Water Grant Program, enabling all water to be collected and used for gardens and regeneration of the oval.

Strategic Intent

| | Student Learning | Student Engagement and Wellbeing | Student Pathways and Transitions |
|----------------------------|--|---|---|
| Goals | To improve Student Learning Outcomes through the development of a Whole School Framework for Teaching and Learning | To improve Student Engagement and Wellbeing by ensuring that all students are confident, competent learners who are prepared to take risks in order to achieve their personal best. | To improve Student Pathways and Transitions Outcomes by ensuring smooth progress of students through the stages of learning, with particular attention to transition points at Prep and Year 6. |
| Key Improvement Strategies | <p>Ensure that teaching methodology and pedagogy are coherent, consistent and sequential -</p> <ul style="list-style-type: none"> Evaluate and revise programs in the areas of Literacy and Numeracy with a focus on differentiation of programs to cater for all student needs. Develop a consistent school wide approach to Literacy and Numeracy with an agreed focus on Writing pedagogy. Develop consistency and congruency with the whole school, Inquiry based Integrated Curriculum incorporating VELS Domains, including the development of Throughlines P-6 (ensuring there is an environmental Throughline). Develop consistency of teaching practice ensuring all staff undertake targeted and common PD in order to build professional dialogue and reflection, develop common beliefs and understandings which continuously improve pedagogy. Make Performance and Development Culture a springboard for a co-ordinated approach to Professional Development. <p>Review and revise methods of assessment and moderation across the school to include assessment of, for and as learning.</p> <ul style="list-style-type: none"> Introduce portfolios throughout the school; leading to student led three way conferences P-6. <p>Research and develop a Student Wellbeing policy based on best practice.</p> <ul style="list-style-type: none"> Focus on early identification of cohorts or sub-groups in the school with engagement/wellbeing issues, including the use of PoLT surveys from P-6. | | |

- Engage all teaching staff in PoLT training.
- Investigate and implement programs/strategies which help to build student confidence and resilience.
- Integrate the Interpersonal Development domain from VELs throughout the school.
- Enhance strategies for relationship management such as broadening the use of the Restorative Practices approach.
- Explore ways to improve confidence and motivation in Middle Years Students by strengthening Student and Parent forums.
- Expand lunchtime and extra curricular activities to encompass a wide range of interests.

Build on environmental understandings and actions –

- Further development of environmental foci in inquiry units across all levels.
- Expand the environmental program to include a garden teacher supporting weekly lessons for designated year levels to incorporate our external environments into the classroom.
- Monitor the use of resources and enhance environmental initiatives to become a 5 Star Sustainable School.

Improve parental understanding of and involvement in Transition programs.

- Continue to develop and administer survey for parents of students involved in Prep transition program to obtain feedback.
- Develop induction and transition processes and procedures for new students and parents to the school.
- Investigate students staying with the same teacher throughout one level (eg. Level 2 – Grade 1 & 2).
- Improve transition of children from Year 2 to Year 3 & Year 4 to 5
- Introduce improved practices and procedures for managing student attendance, incorporating the ‘It’s Not OK to be Away’ program, specifically looking at parental communication.
- Create and publish an annual transition calendar, incorporating parent information and activities.

Targets

To improve academic performance of students in key areas of English and Mathematics with at least 95% of students Prep to 6 achieving at or above the expected level.

To achieve a minimum growth of 1.0 in matched cohorts in year 3 & 5 AIM Reading, Writing, Mathematics and Number.

To achieve closer correlation between school means for Reading, Writing, Mathematics and Number on AIM testing and Teacher assessment against VELs (within 10% accuracy).

To achieve at least 30% of students above expected VELs levels Prep – 6.

To become a 5 Star Sustainable School.

To reduce gas, electricity, water, paper and waste by 10%.

To achieve improvement in Attitudes to School survey results –

- Student Motivation – at or above 4.6
- Learning Confidence – at or above 4.2

To achieve improvement in Parent Opinion survey results –

- Student Motivation, Stimulating Learning, General Satisfaction, Social Skills, Approachability and Transitions all at or above 6.0

To achieve improvement in Staff Opinion survey results –

- Supportive Leadership – at or above 4.3
- Professional Interaction – at or above 4.4
- Goal congruence – at or above 4.3
- Professional Growth – at or above 4.1
- Curriculum Co-ordination – at or above 4.0
- Learning Environment – at or above 4.7

Reduce student absence at Prep to no more than 12 days per student per annum.

