

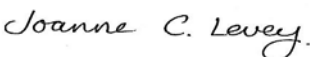


School Strategic Plan for Horsham West / Haven Primary School Grampians region 2012-2015



| | |
|---|--|
| <p>Endorsement by School Principal</p> | <p>Signed: </p> <p>Name: Brendan Bush</p> <p>Date: 7th December 2012</p> |
| <p>Endorsement by School Council</p> | <p>Signed: </p> <p>Name: Scott Muller</p> <p>Date: 7th December 2012</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: Joanne Levey</p> <p>Date: 6th December 2012</p> |

School Profile

| | |
|-----------------------|---|
| Purpose | Horsham West / Haven Primary School exists to make a positive difference in every child's lifelong learning journey by developing in students a sense of responsibility, the value of honesty, respect for others and a desire to learn. |
| Values | <ul style="list-style-type: none">• Responsibility• Honesty• Respect• Perseverance |
| Environmental Context | <p>Community and Demographics</p> <p>The school is a dual campus P-6 Primary School.</p> <p>Both campuses are in newly developing residential areas.</p> <p>Enrolment is expected to remain stable (Haven 70, West 580) due to the new Horsham Primary Schools' enrolment protocol.</p> <p>The Student Family Occupation Index has remained stable, ranging from 0.42 to 0.44 since 2007.</p> <p>Background of students with a Language other than English has risen from 0.01 in 2008 to 0.04 in 2010. We have gained a broader cultural mix within our school population.</p> <p>Approximately 30% of students are country bus travellers.</p> <p>The staffing profile of the school has changed markedly over the last three years with 40% of teachers at the graduate or accomplished level.</p> <p>There is a healthy level of community support and involvement.</p> <p>There is a very high level of interaction with the community.</p> |

Educational

The school offers a comprehensive curriculum with a LOTE (German) being introduced in 2012.

The school offers an excellent specialist program in Physical Education, The Arts, Information and Communication Technology, Information Literacy and Resource Based Learning.

Technological

Both campuses have extensive computer access in classrooms, the resource centre and a specialist computer room.

The school has a 'one to one' netbook program in years 4 to 6.

The school has a fulltime ICT technician and TSSP (Trained Services Support Provider) for 13 hours per week.

Electronic whiteboards have been introduced to all general purpose classrooms.

The majority of families have access to the internet at home.

The school has been selected as a 'Microsoft Partnership School' for 2012.

Environmental

The Haven Campus was completely redeveloped through the Rural Replacement Program.

The West Campus has had a six classroom building completed as part of the 'Building the Education Revolution' (BER) program.

A total of 4.5 million has been spent on new buildings at the school in the last three years.

Both campuses are well presented and functional although both struggle to maintain grounds throughout drought periods.

The number of students at both campuses who require social and welfare support continues to increase.

Strategic Intent

| | Goals | Targets | Key Improvement Strategies |
|----------------------------------|---|---|--|
| Student Learning | <p>To improve individual learning outcomes for all students with a focus on literacy and numeracy.</p> <p>To improve the quality of teaching and learning with a focus on supporting and challenging all students to become independent, curious, innovative and globally aware citizens.</p> | <p>AusVELS That the proportion A, B or C increases throughout the plan, and that 90% of students will be assessed as A, B or C in English and Mathematics by 2015.</p> <p>NAPLAN The achievement levels of the students improve each year and that 95% of Year 3 students to be above the National Minimum Standard in Numeracy, Writing and Reading in 2015. The achievement levels of the students improve each year and 90% of Year 5 students to be above the National Minimum Standard in Numeracy, Writing and Reading in 2015.</p> | <p>Ensure high quality purposeful teaching through agreed whole school approaches in literacy and numeracy.</p> <p>Consistently plan and deliver differentiated curriculum that makes teaching and learning rigorous, strategic and explicit for every student, Prep to Year 6.</p> <p>Strengthen the systematic use of data to inform teaching and when monitoring student progress across the school.</p> |
| Student Engagement and Wellbeing | <p>To develop a student centred stimulating learning environment, which engages students and builds student morale and resilience.</p> | <p>Student Attitudes to School Survey That there be progressive improvement and by 2015 Teacher Effectiveness, Teacher Empathy and Stimulating Learning to be at or above 4.5 for all students.</p> <p>Attendance For each year of the Strategic Plan the average student absenteeism be equal to, or less than the State mean.</p> | <p>Improve the design, quality and delivery of personalised learning opportunities that meet the needs of each student, inspiring curiosity while motivating and challenging them in their learning.</p> <p>Implement the gradual release of responsibility model to purposefully engage students in whole class and small group instruction and independent practice.</p> <p>Enhance the capacity of staff to use ICT.</p> <p>Reward system for attendance.</p> |
| Student Pathways and Transitions | <p>To continue to improve and strengthen the processes which support the effective transitions and pathways of students into, through and out of school.</p> | <p>Transition Improve the score in the Transition variable of the Parent Opinion Survey each year with the aim of achieving 6.10 by 2015.</p> | <p>Refine and strengthen effective transition for all students entering the school and from year to year.</p> <p>Improve and strengthen processes for tracking and monitoring student performance to ensure continuous learning from Prep to Year 6.</p> |

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) | | | | | | | | | | | | |
|---|---------------------------------|--|--|------------|------------|----------|-------------|------|----------|-------------|------------|-----|---------------------------------|-----------------------------------|---|
| Student Learning | Year 1 | <ul style="list-style-type: none"> ▪ Embed the coaches in the professional learning program. ▪ Introduce LOTE (German) to Years 1-6 ▪ Implementation of an agreed Numeracy lesson structure (Whole class, small group and reflection) across the school). This will be initiated by the Numeracy coach and Numeracy Committee. ▪ Plan and deliver differentiated curriculum in Literacy and Numeracy across the school. This will be supported by the coaches and the provision of planning days for year level teams. ▪ Strengthen the systematic use of data to inform teaching and when monitoring student progress across the school by allocating a position of responsibility to analyse and present our performance data. ▪ A web interface and database is created to track student performance and interventions. ▪ Train the integration aides in the Multi-Lit intervention program. This training will be provided by Karen Gebert on February 1, 2012. ▪ The Australian Curriculum is introduced to staff. Teachers complete professional learning on the implementation of the Australian Curriculum. History and Science P.D. and planning will occur in units. Coaches and committees will assist with the implementation of Mathematics and English. ▪ Professional Learning Workshops that will reinforce a broad repertoire of teaching practices including the E5 teaching model and 'Teach for Success'. <table border="1" data-bbox="853 1297 1391 1409"> <thead> <tr> <th></th> <th>Semester 1</th> <th>Semester 2</th> </tr> </thead> <tbody> <tr> <td>Literacy</td> <td>Years 3 & 4</td> <td>Prep</td> </tr> <tr> <td>Numeracy</td> <td>Years 5 & 6</td> <td>Year 1 & 2</td> </tr> <tr> <td>ICT</td> <td>Prep, Specialists & Years 1 & 2</td> <td>Years 5, 6, 3 & 4 and Specialists</td> </tr> </tbody> </table> | | Semester 1 | Semester 2 | Literacy | Years 3 & 4 | Prep | Numeracy | Years 5 & 6 | Year 1 & 2 | ICT | Prep, Specialists & Years 1 & 2 | Years 5, 6, 3 & 4 and Specialists | <ul style="list-style-type: none"> ▪ Coaches and classroom teachers work collaboratively to improve planning and teaching of Numeracy and Literacy. ▪ That LOTE is an accepted part of our curriculum and develops student knowledge and global awareness. ▪ Differentiated curriculum development and delivery is general practice within the school. ▪ A broader range of AusVELS assessments across the school, and student achievement beyond the expected level is acknowledged. ▪ School performance data is incorporated into the decision making of the PLTs and Committees. ▪ Outsource expertise in creating a student performance data base that will enable teachers to track student performance to inform their teaching. ▪ The Multi-Lit program and resources are used to support students with learning difficulties. ▪ The professional learning program increases the pedagogical repertoire of teachers and impacts on classroom practice. ▪ Staff become familiar with the content in Stage 1 of the Australian Curriculum. |
| | Semester 1 | Semester 2 | | | | | | | | | | | | | |
| Literacy | Years 3 & 4 | Prep | | | | | | | | | | | | | |
| Numeracy | Years 5 & 6 | Year 1 & 2 | | | | | | | | | | | | | |
| ICT | Prep, Specialists & Years 1 & 2 | Years 5, 6, 3 & 4 and Specialists | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|----------|--|---|------------|------------|----------|-------------|------|----------|-------------|------------|-----|---------------------------------|-----------------------------------|---|
| Year 2 | <ul style="list-style-type: none"> ▪ Support the coaches in the professional learning program. ▪ Continue to support LOTE (German) to Years 1-6. ▪ Continue to implement the Numeracy lesson structure (Whole class, small group and reflection) across the school). This will be supported by the Numeracy Committee and Numeracy coach. ▪ Continue to deliver a differentiated curriculum in Literacy and Numeracy across the school. This will be supported by the coaches and the provision of planning days for year level teams. ▪ Embed the use of data to inform teaching and when monitoring student progress across the school. ▪ Continue to provide training for Integration Aides to assist with the provision of our intervention programs. ▪ The Australian Curriculum is implemented in the school program. ▪ Professional Learning Workshops that will reinforce a broad repertoire of teaching practices including the E5 teaching model and Teach for Success. <table border="1" data-bbox="851 901 1388 1021"> <tr> <td></td> <td>Semester 1</td> <td>Semester 2</td> </tr> <tr> <td>Numeracy</td> <td>Years 3 & 4</td> <td>Prep</td> </tr> <tr> <td>Literacy</td> <td>Years 5 & 6</td> <td>Year 1 & 2</td> </tr> <tr> <td>ICT</td> <td>Prep, Specialists & Years 1 & 2</td> <td>Years 5, 6, 3 & 4 and Specialists</td> </tr> </table> | | Semester 1 | Semester 2 | Numeracy | Years 3 & 4 | Prep | Literacy | Years 5 & 6 | Year 1 & 2 | ICT | Prep, Specialists & Years 1 & 2 | Years 5, 6, 3 & 4 and Specialists | <ul style="list-style-type: none"> ▪ Coaches and classroom teachers continue to work collaboratively to improve planning and teaching of Numeracy and Literacy. ▪ That the acceptance of LOTE is part of our curriculum and develops student knowledge and global awareness. ▪ Differentiated curriculum development and delivery is general practice within the school. ▪ A broader range of AusVELS assessments across the school, and student achievement beyond the expected level is acknowledged. ▪ School performance data is incorporated into the decision making of the PLTs and Committees. ▪ Teachers use the student performance database to inform their teaching. ▪ The Multi-Lit program and resources are used to support students with learning difficulties. ▪ The professional learning program increases the pedagogical repertoire of teachers and impacts on classroom practice. |
| | Semester 1 | Semester 2 | | | | | | | | | | | | |
| Numeracy | Years 3 & 4 | Prep | | | | | | | | | | | | |
| Literacy | Years 5 & 6 | Year 1 & 2 | | | | | | | | | | | | |
| ICT | Prep, Specialists & Years 1 & 2 | Years 5, 6, 3 & 4 and Specialists | | | | | | | | | | | | |
| Year 3 | <ul style="list-style-type: none"> ▪ Support the work of the coaches in the professional learning program. ▪ Review the specialist program. ▪ Continue to deliver a differentiated curriculum in Literacy and Numeracy across the school. This will be supported by the coaches and the provision of planning days for year level teams. ▪ Continue to strengthen the systematic use of data to inform teaching and when monitoring student progress across the school. | <ul style="list-style-type: none"> ▪ Coaches and classroom teachers continue to work collaboratively to improve planning and teaching of Numeracy and Literacy.. ▪ Curriculum provision is determined on the basis of student need and Australian Curriculum. ▪ Differentiated curriculum development and delivery is general practice within the school. ▪ A broader range of AusVELS assessments across the schools and student achievement, beyond the expected level is acknowledged. | | | | | | | | | | | | |

| | | | |
|----------------------------------|--------|---|--|
| | | <ul style="list-style-type: none"> ▪ Continue to provide training for Integration Aides to assist with the provision of our intervention programs. ▪ Stage 2 of the Australian Curriculum is implemented in the school program. Continued professional learning and planning days are provided to assist the implementation. | <ul style="list-style-type: none"> ▪ School performance data is incorporated into the decision making of the PLTs and Committees. ▪ Teachers and integration aides work together to assist students with learning difficulties. ▪ The professional learning program increases the pedagogical repertoire of teachers and impacts on classroom practice. |
| | Year 4 | <ul style="list-style-type: none"> ▪ Support the work of the coaches in the professional learning program. ▪ Review the coaching program ▪ Continue to deliver a differentiated curriculum in Literacy and Numeracy across the school. This will be supported by the coaches and the provision of planning days for year level teams. ▪ Continue to strengthen the systematic use of data to inform teaching and when monitoring student progress across the school. ▪ Continue to provide training for Integration Aides to assist with the provision of our intervention programs. ▪ Continue professional development of Stage 2 of the Australian Curriculum. Planning days are provided to continue with its implementation. | <ul style="list-style-type: none"> ▪ The professional learning model is altered to meet the needs of teachers and students. ▪ Curriculum provision is determined on the basis of student need and Australian Curriculum. ▪ Differentiated curriculum development and delivery is general practice within the school. ▪ A broader range of AusVELS assessments across the schools and student achievement, beyond the expected level is acknowledged. ▪ School performance data is incorporated into the decision making of the PLTs and Committees. ▪ Teachers and integration aides work together to assist students with learning difficulties. ▪ The professional learning program increases the pedagogical repertoire of teachers and impacts on classroom practice. |
| Student Engagement and Wellbeing | Year 1 | <ul style="list-style-type: none"> ▪ Apply for a Welfare Support Officer through the Nation Chaplaincy and Welfare program. ▪ Embed 'Restorative Practices' across the school. ▪ Provide professional learning on Behaviour Management for all staff on February 1, 2012. ▪ Enhance the Active After School Program and the lunchtime activity program through House competitions. Student leaders, student mentors from Horsham College and teachers develop a comprehensive program for the senior school. | <ul style="list-style-type: none"> ▪ Teachers are able to demonstrate a broader range of ICT skills. ▪ Teachers utilise Welfare Support Officer to support children at risk in their classroom. ▪ Teachers will be able to work positively with students that have challenging behaviours. ▪ Students are more actively involved in games and play at recesses and lunchtimes. |

| | | | |
|--|--------|--|--|
| | | <ul style="list-style-type: none"> ▪ Develop an awards program based on our school values, replacing the Act of Kindness, e.g. Caring and Responsibility. ▪ Provide professional learning and resources for teachers on the Habits of Mind. ▪ Participate in the Microsoft Partners in Learning Program. ▪ Provide professional learning to all staff on the use of ICT within the curriculum. ▪ Complete the grant application to implement an animation project to enhance the digital artistic talents of our students. ▪ Ensure that the purpose of the teaching and learning component is communicated to students by teachers. ▪ Implement a rewards system to promote attendance. | <ul style="list-style-type: none"> ▪ Animation becomes an aspect of our curriculum and assessment practices ▪ Learning Intentions / Focuses are able to be articulated by students. ▪ All staff understand and use student behaviour management protocols and restorative practices language in classrooms and playground. ▪ Student leaders, under the guidance of teachers provide lunchtime activities. ▪ Continued improvement of attendance across the school. ▪ Our School's values are articulated and demonstrated by our school community. ▪ Habits of Mind become an integral part of our school program. |
| | Year 2 | <ul style="list-style-type: none"> ▪ Integrate the Welfare Support Officer into the school program. ▪ Embed 'Restorative Practices' across the school. ▪ Enhance the active after school program and the lunchtime activity program through House competitions. Student leaders, student mentors from Horsham College and teachers develop a comprehensive program for the Years 3-4 year level. ▪ Embed the recognition program based on our values, e.g. Caring and Responsibility ▪ Provide professional learning and resources for teachers on the Habits of Mind. ▪ Participate in the Microsoft Partners in Learning Program. ▪ Provide professional learning to all staff on the use of ICT within the curriculum. | <ul style="list-style-type: none"> ▪ Teachers are able to demonstrate a broader range of ICT skills. ▪ Teachers utilise Welfare Support Officer to support children at risk in their classroom. ▪ Teachers will be able to work positively with students that have challenging behaviours. ▪ Students are more actively involved in games and play at recesses and lunchtimes. ▪ Animation becomes an aspect of our curriculum and assessment practices ▪ Learning Intentions / focuses are able to be articulated by students and success criteria assist with reflection time. ▪ All staff understand and use student behaviour management protocols and restorative practices language in classrooms and playground. |

| | | | |
|--|--------|---|---|
| | | <ul style="list-style-type: none"> ▪ Ensure that the purpose of the teaching and learning component is communicated to students by teachers. ▪ Teachers and students plan success criteria for lessons. | <ul style="list-style-type: none"> ▪ Student leaders, under the guidance of teachers provide lunchtime activities. ▪ Continued improvement of attendance across the school. ▪ The values are articulated and demonstrated by our school community. ▪ Habits of Mind become an integral part of our school program. |
| | Year 3 | <ul style="list-style-type: none"> ▪ Integrate the Welfare Support Officer into the school program. ▪ Embed 'Restorative Practices' across the school. ▪ Enhance the active after school program and the lunchtime activity program through House competitions. Student leaders, student mentors from Horsham College and teachers develop a comprehensive program for the Years 3-4 year level. ▪ Embed the recognition program based on our values, e.g. Caring and Responsibility ▪ Provide professional learning and resources for teachers on the Habits of Mind. ▪ Participate in the Microsoft Partners in Learning Program. ▪ Provide professional learning to all staff on the use of ICT within the curriculum. ▪ Ensure that the purpose of the teaching and learning component is communicated to students by teachers. ▪ Teachers continue to develop learning intentions and success criteria for classes. | <ul style="list-style-type: none"> ▪ Teachers are able to demonstrate a broader range of ICT skills. ▪ Teachers utilise Welfare Support Officer to support children at risk in their classroom. ▪ Teachers will be able to work positively with students that have challenging behaviours. ▪ Students are more actively involved in games and play at recesses and lunchtimes. ▪ Animation becomes an aspect of our curriculum and assessment practices ▪ Learning Intentions / focuses are able to be articulated by students and success criteria assist with reflection time. ▪ All staff understand and use student behaviour management protocols and restorative practices language in classrooms and playground. ▪ Student leaders, under the guidance of teachers provide lunchtime activities. ▪ Continued improvement of attendance across the school. ▪ Our School's values are articulated and demonstrated by our school community. <p>Habits of Mind become an integral part of our school program.</p> |

| | | | |
|----------------------------------|--------|---|---|
| | Year 4 | <ul style="list-style-type: none"> ▪ Integrate the Welfare Support Officer into the school program. ▪ Embed 'Restorative Practices' across the school. ▪ Enhance the active after school program and the lunchtime activity program through House competitions. Student leaders, student mentors from Horsham College and teachers develop a comprehensive program for the Years 3-4 year level. ▪ Embed the recognition program based on our values, e.g. Caring and Responsibility ▪ Provide professional learning and resources for teachers on the Habits of Mind. ▪ Participate in the Microsoft Partners in Learning Program. ▪ Provide professional learning to all staff on the use of ICT within the curriculum. ▪ Ensure that the purpose of the teaching and learning component is communicated to students by teachers. ▪ Teachers continue to develop learning intentions and success criteria for classes. | <ul style="list-style-type: none"> ▪ Teachers are able to demonstrate a broader range of ICT skills. ▪ Teachers utilise Welfare Support Officer to support children at risk in their classroom. ▪ Teachers will be able to work positively with students that have challenging behaviours. ▪ Students are more actively involved in games and play at recesses and lunchtimes. ▪ Animation becomes an aspect of our curriculum and assessment practices ▪ Learning Intentions / focuses are able to be articulated by students and success criteria assist with reflection time. ▪ All staff understand and use student behaviour management protocols and restorative practices language in classrooms and playground. ▪ Student leaders, under the guidance of teachers provide lunchtime activities. ▪ Continued improvement of attendance across the school. ▪ Our School's values are articulated and demonstrated by our school community. ▪ Habits of Mind become an integral part of our school program. |
| Student Pathways and Transitions | Year 1 | <ul style="list-style-type: none"> ▪ Clearly explain to the school community processes the school utilises to assist the transition of students through the school. ▪ Improve and strengthen processes for tracking and monitoring student performance to ensure continuous learning from prep to year six. ▪ Refine and strengthen effective transition for all students entering the school and from year to year. | <ul style="list-style-type: none"> ▪ Parents have a clear understanding of the processes used for the transition of students. ▪ Regular communication between transition coordinators, pre-schools, childcare centres and secondary schools. ▪ Transition protocols are established for students moving from a school outside the Horsham district. |

| | | | |
|--|--------|---|---|
| | Year 2 | <ul style="list-style-type: none"> ▪ Clearly explain to the school community processes the school utilises to assist the transition of students through the school. ▪ Improve and strengthen processes for tracking and monitoring student performance to ensure continuous learning from prep to year six. ▪ Refine and strengthen effective transition for all students entering the school and from year to year. | <ul style="list-style-type: none"> ▪ Parents have a clear understanding of the processes used for the transition of students. ▪ Regular communication between transition coordinators, pre-schools, childcare centres and secondary schools. ▪ Transition protocols are established for students moving from a school outside the Horsham district |
| | Year 3 | <ul style="list-style-type: none"> ▪ Clearly explain to the school community processes the school utilises to assist the transition of students through the school. ▪ Improve and strengthen processes for tracking and monitoring student performance to ensure continuous learning from prep to year six. ▪ Refine and strengthen effective transition for all students entering the school and from year to year. | <ul style="list-style-type: none"> ▪ Parents have a clear understanding of the processes used for the transition of students. ▪ Regular communication between transition coordinators, pre-schools, childcare centres and secondary schools. ▪ Transition protocols are established for students moving from a school outside the Horsham district |
| | Year 4 | <ul style="list-style-type: none"> ▪ Clearly explain to the school community processes the school utilises to assist the transition of students through the school. ▪ Improve and strengthen processes for tracking and monitoring student performance to ensure continuous learning from prep to year six. ▪ Refine and strengthen effective transition for all students entering the school and from year to year. | <ul style="list-style-type: none"> ▪ Parents have a clear understanding of the processes used for the transition of students. ▪ Regular communication between transition coordinators, pre-schools, childcare centres and secondary schools. ▪ Transition protocols are established for students moving from a school outside the Horsham district |