

BURWOOD HEIGHTS PRIMARY SCHOOL - 4932

School Strategic Plan

2006–2009

Part 1– School Profile

Purpose:

To provide a caring and challenging learning and teaching environment that equips students with social, personal and thinking skills to become valued members of the community and support the Burwood Heights Primary School community.

The values of Respect, Sensitivity, Honesty, Responsibility and Achievement are the basis of the school's Code of Conduct for School Council, Principal Class, Staff, Students and the School Community. Each value has associated behaviours which have been agreed upon by the school community.

Values:

Respect: having worthy conduct and attitudes.

Sensitivity: being empathetic and understanding.

Honesty: acting ethically and with integrity at all times.

Responsibility: being accountable.

Achievement: accomplishing group and personal goals.

Environmental Context:

Environmental – Grounds and Facilities.

- Attractive, spacious and well maintained grounds which include three sets of purpose built playground equipment;
- soccer field, hard-court basketball and volley ball areas, bat-tennis courts, shaded areas with seating, vegetable garden and
- air-conditioned rooms, Computer Room, Library, Art Room, School Hall and passive recreation areas.
- School buildings are forty years of age and require significant upgrade.

Social - Community and Demographics

- Located in the City of Whitehorse, approximately 26 kilometres from Melbourne CBD
- Like School Group 9
- 49% of families in receipt of EMA
- Enrolments – trend is edging up.
- 35% of families have a background other than English.
- Student mobility is comparatively high and increasing.
- Professional staff – talented, capable and a good balance in experience (two Leading Teachers, ten Expert Class, three Accomplished Class and eight Graduates).

Educational – Teaching and Learning

- Implementation of VELs
- Maintain Performance and Development Culture
- Assessment and Reporting
- Literacy

Technological

- Classrooms equipped with four networked computers.
- Computer Laboratory to become part of a Resource Area (Library and Computer Laboratory combined) with twenty-six computers.
- Planned cyclic programme for upgrading computer hardware.
- All teaching staff using notebook computers every day.

For the Future

Student Learning Outcomes:

- 1 Continue to build on the excellent staff understanding of contemporary pedagogy through:
 - Multi-sensory approach to Teaching Literacy. – Prep – Six
 - School-based activities that share and celebrate the expertise of staff.
 - Professional Development Plan
 - Life Skills Programme
 - Teaching and learning processes in Mathematics Prep-Six.
 - Further development of Mathematics (Early Years Numeracy and Middle Years Numeracy)
 - Enhance teaching practice across the school (embedding VELs and PoLT)
- 2 Continue moderation, VELs and AIM; annotated work samples, VCAA on-line Testing materials.
- 3 Broaden focus on Assessment and Reporting – understanding what it actually means (as, for and of)
- 4 Performance and Development Culture – further embedding Level Five

Student Engagement and Well-Being

- Continue to review YCDI Programme and Values – do at the commencement of each year and when new students, staff come to our school. Train new staff in YCDI.
- Continue to reward and recognise achievement and effort – celebrate successes.
- Continue our consistent approach towards student behaviour and safety, - open communication, restorative conferencing
- Student Survey responses.

Student Pathways and Transitions

- Review Prep Transition Programme
- Review Transition of students from class to class – formalise process.
- Maintain and extend current Transition Programme for Year Six students to Year Seven by developing relationship with other Secondary Colleges.

Part 2 – Strategic Intent

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Goals	<ul style="list-style-type: none"> To improve student achievement in English and Mathematics, especially for those students in Level 3 and 4. 	<ul style="list-style-type: none"> To provide a safe, happy and stimulating environment that enhances the feelings of wellbeing amongst students and staff. 	To improve student transition and learning opportunities from home/pre-school to school, primary to secondary school and as students move into and through the school.
Targets	<ul style="list-style-type: none"> Average growth for the 'matched cohort', as measured by AIM, to be 1.0 for both Reading and Number for each cohort. 	<ul style="list-style-type: none"> To improve the connectedness to school and teachers, as measured by the Student Attitudes Survey, to be at 70%, and safety to be at 55% by 2009. 	90% of parents satisfied with the quality of the transition program provided for students entering the Prep year as measured by local survey.

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transition
Key Improvement Strategies	<p>Enhance teaching practice across the school:</p> <ul style="list-style-type: none"> • embedding of VELS and PoLT across the school • Performance and Development Culture to be further embedded <p>Improve assessment practice and reporting across the school:</p> <ul style="list-style-type: none"> • Further development of assessment and reporting tools <p>Enhancing life skills – learning for life and citizenship</p> <ul style="list-style-type: none"> • Tied to the curriculum, across curriculum, a Life Skills program. 	<ul style="list-style-type: none"> • Review and reinforce practices relating to the school's Code of Conduct and Values, and the You Can Do It program. • Further develop student leadership and the role of the SRC in the school and their relationship with School Council. • Expand support for students with learning difficulties and programs for the extension of gifted and talented students. 	<p>Enhance student transition through pedagogy: -understanding the link between teaching and learning and ensuring the teaching practice is relevant to student needs.</p> <ul style="list-style-type: none"> • Refine and further develop the Year 6 – 7 program through relationship building with secondary providers and the I & E cluster. • Build a network for the pre-school, crèches and primary schools to enhance the working relationship. • Review Transition of students from class to class and formalise the process.

Part 3 – Signatures

SIGNED by the Principal

Name Esther Wood

Date .../.../.....

SIGNED by the School Council President

Name Simone Albiston

Date .../.../.....

SIGNED by the Regional Director (or nominee)

Name Irene Harding

Date .../.../.....