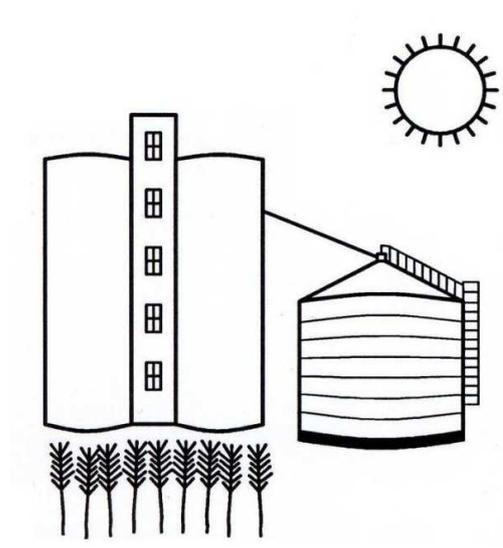


School Strategic Plan for Ultima Primary School North Western region 2014-2017



<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Susan Harley</p> <p>Date 7/12/2013</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Isla Delmenico</p> <p>Date 7/12/2013</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Region</p>	<p>Signed.....</p> <p>Name:</p> <p>Date.....</p>

School Profile

<p>Purpose</p>	<p>Through the implementation of the Strategic Plan and the Annual Implementation Plan. Ultima Primary School strives to enhance learning by challenging every student to achieve success and personal growth through a stimulating and supportive teaching environment that informs and involves parents and community. Our school's purpose is to provide an effective and engaging learning community, which promotes individual excellence and develops social competencies. Our purpose is to foster life-long learning where through child centred, meaningful and challenging activities each student is prepared for life beyond primary school.</p> <p>The purpose of this Strategic Plan is to identify the goals and targets the school aims to achieve in the next four years. It also identifies the action plans to be implemented as we achieve the desired outcomes.</p>
<p>Values</p>	<p>Ultima Primary School values trust, positive self-esteem, self-confidence, self-discipline and respect for others. These values are used to support our students in becoming positive role models within their community. The development of our values plays an important role about how our school operates and how we relate to each other. We expect that these values are reflected in the school codes of practice for all members of the school community. The adoption of our school values can only enhance relationships in the classroom and beyond.</p> <p>Acceptance of responsibility and the ability to work independently in pursuit of their full potential are seen as necessary for each student's success at this school. Success of each student is also dependent upon a working relationship between students, staff, parents and the school community.</p>
<p>Environmental Context</p>	<p>Ultima Primary School, established in 1902, is located in a dry land farming area, 32 kilometres west of Swan Hill and approximately 350 kilometres northwest of Melbourne in the North Western Region of the Victorian Department of Education and Early Childhood Development. It is the focal point for local rural communities, which together with Ultima and the district farms form the school's catchment area.</p> <p>The School Family Occupation (SFO) index is currently steady at 0.45 and no Language Background Other Than English (LBOTE) students are currently enrolled and 50% of families are entitled to receive Educational Maintenance Allowance.</p> <p>2013 saw a continued decline in enrolments, starting the year with 8 and finishing the year with 10 students. Junior students make up the majority of students. It is anticipated that the enrolment should stay consistent for the next review cycle.</p> <p>Recent staff and leadership changes have had a significant impact on the stability of the school and its culture, but the school expects a much more stable staff profile for the next few years. The current staff work highly cohesively as a team, plan collaboratively and provide critical friendship to each other. The school has achieved Performance and Development Culture accreditation. Since 2012 the main teaching staff has remained the same.</p> <p>Students work on self-directed tasks, at their own pace and are not constrained by having to wait for whole group teaching to learn new skills. Consolidation of the Victorian Essential Learning Standards provided through a 7 year sequential learning program with emphasis placed on literacy and numeracy, Principles of Learning and Teaching,</p>

	<p>NAPLAN and On-demand assessments are core to the teachers' performance goals.</p> <p>A significant strength of the school can be seen in the creative use of ICT in the classroom. The school is adopting a 21st century philosophy for digital learning of 'anywhere, anytime learning'. Senior students have been provided with their own device that can be utilised both at school and home, and supported with an online learning environment. Students have access to updated digital learning devices, such as cameras, and are supported with a computer ratio of 1:1. In 2012 the school purchased an ipad to further support classroom and at home learning. All children at the school regularly take the ipad home.</p> <p>Buildings include two dual purpose classrooms and recently refurbished offices, specialist rooms for cooking, art and science and an outdoor covered play space/basketball court. The grounds are well kept with plans to construct an outdoor learning centre. Parental involvement in the school is widely encouraged and the school is looking for more ways to be actively involved in its community.</p>
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Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Achievement	<p>To improve student learning outcomes and learning growth through the school in Literacy, with a focus on Oral Language and Writing.</p> <p>To improve student learning outcomes and learning growth through the school in Numeracy, with a focus on Number.</p>	<ul style="list-style-type: none"> School to consider development of individual student targets in Literacy and Numeracy against AUSVELS and specific measures of oral language ability. Learning growth P- Year 6 assessed by teachers to be at least one VELS level in Prep and for each two years 1\2, 3\4, 5\6. 	<ul style="list-style-type: none"> Develop an effective learning environment where formative assessment and effective use of data to improve teaching and learning is embedded in everyday practice. Continue to build teacher capacity in English and Mathematics instruction, with a particular focus on Oral Language, Writing, Spelling and Number. Develop a culture of aspiration and higher expectations with respect to learning and achievement.

<p>Student Engagement</p>	<p>To develop highly motivated, inspired and engaged students who are excited about learning.</p> <p>To increase family and community engagement in the school and strengthen relationships between staff, students and parents.</p>	<p>The following targets are developed against the Student Attitudes to School Survey (SATS).</p> <p>To improve the following measures in the SATS:</p> <ul style="list-style-type: none"> • Stimulating learning to 4.50 in 2017. • Student morale from 5.17 in 2011 to 5.80 in 2017. • School connectedness to 4.6 in 2017. • Learning confidence to 4.30 in 2017. • Student motivation to 4.7 in 2017. 	<ul style="list-style-type: none"> • Plan for increasingly more purposeful inquiry, deep, rich and personalised learning with increased focus on learning about the real world and global issues beyond Ultima PS. • Further develop an innovative ICT environment to enhance learning, motivation and engagement. • Review communication between the school, parents and the broader community and make recommendations for implementation and evaluation.
<p>Student Wellbeing</p>	<p>To further build resilience in students.</p>	<p>The following targets are developed against the Attitudes to School Survey.</p> <p>To improve the following measures in the SATS:</p> <ul style="list-style-type: none"> • Student safety from 4.46 in 2012 to 4.60 in 2017. • Classroom behaviour from 3.30 in 2012 to 3.50 in 2017. 	<ul style="list-style-type: none"> • Improve resilience and relationships by introducing and consistently implementing a whole-school approach to student wellbeing.
<p>School Productivity</p>	<p>To carefully use the school's physical and human resources to improve student outcomes.</p>	<ul style="list-style-type: none"> • Staff PD targets as outlined in staff development plan to be reached. • Physical resources as measured in POS are above state mean. 	<p>To continue to further develop teacher capacity through their attendance at the Swan Hill Schools Network PD opportunities in Literacy and Numeracy.</p> <p>To continue to further develop teacher capacity through the development of professional relationships with</p>

			<p>other staff in nearby small schools.</p> <p>To continue to work closely with the School Council to ensure that the physical resources of the school are maintained and or replaced.</p>
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School Strategic Planner 2014- 2017: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Achievement:</p> <ul style="list-style-type: none"> • Develop an effective learning environment where formative assessment and effective use of data to improve teaching and learning is embedded in everyday practice. • Continue to build teacher capacity in English and Mathematics instruction, with a particular focus on Oral Language, Writing, Spelling and Number. • Develop a culture of aspiration and higher expectations with respect to learning and achievement. 		<p>BUILDING TEACHER CAPACITY</p> <ul style="list-style-type: none"> • Work closely with network / cluster schools to strengthen the implementation of approaches to teaching Literacy and Numeracy, to achieve more rigour and greater consistency of approach (development of Cluster as well as whole-school Curriculum Plans). • Use cluster PLT meetings to develop shared understandings and common language about how students best learn and what constitutes effective instruction in English and Mathematics. • Develop a strategic professional learning plan for each year of the new SSP to build teacher capacity in the areas of: <ol style="list-style-type: none"> 1. Inquiry and enrichment. 2. ICT. 3. Assessment for learning. 4. Whole school curriculum planning, including improvements to whole-school oral language, writing and spelling programs. 	<ul style="list-style-type: none"> • School to consider development of individual student targets in Literacy and Numeracy against AUSVELS and specific measures of oral language ability. • Learning growth P- Year 6 assessed by teachers to be at least one VELS level in Prep and for each two years 1\2, 3\4, 5\6.

		<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Strengthen assessment for learning with a focus on consistent pedagogy and expectations, consistent record keeping and file transfer. • Continue improving systems to record, track and regularly discuss students' results and progress (assessment schedule). • Implement specific Oral Language testing. • Continue moderation of teacher assessments to achieve higher levels of accuracy and consistency. • Use accurate assessment data to improve 'point of need' intervention. 	
<p>Student engagement :</p> <ul style="list-style-type: none"> • Plan for increasingly more purposeful inquiry, deep, rich and personalised learning with increased focus on learning about the real world and global issues beyond Ultima PS. • Further develop an innovative ICT environment to enhance learning, motivation and engagement. 		<p>INQUIRY</p> <ul style="list-style-type: none"> • Further develop teachers' capacity to plan more powerful, open-ended inquiry learning experiences which cater for the personalised needs of all students. • Teachers develop uniform, agreed strategies to determine prior learning, identify students' needs, interests and preferred learning styles and tailor the inquiry to meet those needs and interests. • Teachers continue to increase the use of high- 	<p>The following targets are developed against the Students Attitudes to School Survey.</p> <p>To improve the following measures in the SATS:</p> <ul style="list-style-type: none"> • Stimulating learning to 4.50 in 2017. • Student morale from 5.17 in 2011 to 5.80 in 2017. • School connectedness to 4.6 in 2017. • Learning confidence to 4.30 in 2017. • Student motivation to 4.7 in 2017.

<ul style="list-style-type: none"> Review communication between the school, parents and the broader community and make recommendations for implementation and evaluation. 		<p>level thinking strategies and tools to enhance students' metacognitive capability.</p> <p>ICT</p> <ul style="list-style-type: none"> CONSISTENTLY use 21st Century technology (iPhones, iPods, iPads, 'ultramobile' PCs etc.) within classrooms and enhanced recording and communication platforms such as Blogs, Wikis and class web pages to better personalise learning and connect students more effectively with their teachers and their learning. <p>STUDENT LEARNING , RESPONSIBILITY AND DECISION MAKING</p> <ul style="list-style-type: none"> Teachers make specific plans to provide enhanced feedback to students about their learning. Increase student voice and capacity to negotiate learning and monitor acquisition of skills, competencies and knowledge – continue to develop powerful student portfolios and engage students in three-way student-led conferences. Involve students in individual target-setting. <p>PARENTS AND THE COMMUNITY</p> <ul style="list-style-type: none"> Consider enhanced development of local community partnerships and community 	
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		<p>projects for students at Ultima PS.</p> <ul style="list-style-type: none"> • Use a school based support group to explore whole-school strategies to increase student and family engagement. • Plan specific forums and activities to increase parent participation in their children's learning. 	
<p>Student wellbeing:</p> <ul style="list-style-type: none"> • Improve resilience and relationships by introducing and consistently implementing a whole-school approach to student wellbeing. 		<p>WELLBEING AND RELATIONSHIPS</p> <ul style="list-style-type: none"> • In consultation with the whole school community, implement a whole-school approach to building resilience eg. "Kids Matter". • Involve parents in the "Kids Matter" action team. 	<p>The following targets are developed against the Attitudes to School Survey.</p> <p>To improve the following measures in the SATS:</p> <ul style="list-style-type: none"> • Student safety from 4.46 in 2012 to 4.60 in 2017. • Classroom behaviour from 3.30 in 2012 to 3.50 in 2017.
<p>School Productivity:</p>		<ul style="list-style-type: none"> • To continue to further develop teacher capacity through their attendance at the Swan Hill Schools Network PD opportunities in Literacy and Numeracy. • To continue to further develop teacher capacity through the development of professional relationships with other staff in nearby small schools. • To continue to work closely with the School Council to ensure that the physical resources of the school are maintained and or replaced. 	<p>Staff commit to attending a minimum of one PLT meeting in both Literacy and Numeracy per term and then sharing their 'learning' with staff.</p> <p>Through the leadership of the Principal Ultima PS will commit to developing relationships with other small schools for camps, shared activity days and curriculum planning.</p> <p>School Council will continue to be committed to raising funds to support the maintenance and replacement of physical resources as well as for the provision of new physical resources.</p>