

Mentone Primary School No .2950

School Strategic Plan 2008 - 2011

LEARNING TODAY FOR TOMORROW

Endorsement by School Principal	SIGNED..... NAME..... DATE.....
Endorsement by School Council	SIGNED..... NAME..... 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 Strategic Plan 2008 -2011

School Profile		
Purpose	Values	Environmental Context
<p>The Mentone Primary School community believe it is our challenge to build a school which will</p> <ul style="list-style-type: none"> • Develop each individual's strengths and talents • Inspire them to set and achieve goals within their grasp • Expect them to always produce their best • Nurture their wellbeing and increase their resilienceProvide them with strategies to cope with change • And prepare them to participate fully in life as good citizens 	<p>The values which guide and support the learning of the students, the work of staff and community of the Mentone Primary School are</p> <ul style="list-style-type: none"> • Honesty • Respect • Teamwork • Care • Friendliness 	<p>Mentone Primary School was established in 1889 and has a tradition of providing an excellent learning environment for its students.</p> <p>The school is situated in an established bayside suburb in the Southern Metropolitan Region, close to public transport. The school has a long-term projected enrolment of 300 students and has enrolled 299 students in 2007.Enrolments have risen steadily following the completion of the redevelopment and this trend is expected to continue.</p> <p>The new facilities provide an outstanding, modern learning environment incorporating the latest classroom design, learning technologies infrastructure and hardware.</p> <p>An integrated approach to learning is undertaken by all students based on the Victorian Essential Learning Standards. Facilities and grounds redevelopment will continue over the coming years and will compliment the projects undertaken so far.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies	Implementation Activities
Student Learning	<p>To improve student LITERACY P – 6.</p>	<p>80% of students will be achieving at or above their respective VELs level in reading & writing by 2011</p> <p>In AIM, a growth of > 0.8 in the matched cohort of boys in reading & writing.</p>	<p>Review & restructure English / Literacy program P – 6.</p> <p>Improve achievement for boys in literacy, particularly an increased engagement in writing.</p> <p>Increase engagement of <u>all</u> students in literacy and improvement in reading comprehension.</p> <p>Encourage & develop a whole school approach to spelling, writing & reading.</p> <p>Encourage greater coordination & communication between levels. (see also Transition & Assessment goal)</p>	<p>Survey & review current resources, teaching strategies & assessment practices employed at all levels in literacy (to be completed in T4, 2007)</p> <p>Act upon information obtained in the survey – assess effectiveness of current practices & programs / review resources / model best practices / encourage sharing between staff / support initiatives presented with appropriate PD.</p> <p>Whole school focus on reading & comprehension & link the dimensions of English with inquiry learning.</p> <p>Develop improved practices to help staff to adopt a multi-literacy approach to teaching & learning.</p> <p>PD required to support ‘Success for Boys’ programs with a special focus on its literacy aspect ; Inquiry Learning; the use of technology - incl. interactive whiteboards; middle & early years literacy</p>

				<p>Investigate best approaches to accommodate children at risk and those in need of extension.</p> <p>Investigate literacy assessment alternatives that are available. Use of 'Student Friendly Progress Maps' & 'Literary Professional Learning Resource & English Development Continuum P – 10', - training for all staff.</p>
<p>Student Engagement and Wellbeing</p>	<p>Enhance student <u>ENGAGEMENT</u> (especially boys) to lead to improved outcomes in literacy & numeracy (as measured by quantifiable data)</p>	<p>Benchmark / AIM data improvement.</p> <p>Improved scores for student attitudes to school survey variable of connectedness.</p>	<p>Develop teaching practices to accommodate different learning styles and enhance student engagement.</p> <p>Develop effective use of interactive whiteboards & restructure / reorganize technology resources.</p> <p>Improved outcomes for BOYS in English & Maths / encourage boys to be more engaged & motivated.</p>	<p>Develop teaching practices involving POLT & higher thinking skills – use of Blooms / MI grids. Focus on student learning styles and develop practices to accommodate different learning styles. (Scope & Sequence chart for Thinking)</p> <p>Extend thinking skills & implement multiple intelligences more effectively</p> <p>Plan for whole school PD & time for staff to reflect on progress & impact of initiatives. Staff meetings timetabled with focus areas to show ideas, resources & findings.</p> <p>A whole school focus on the use of ICT. (Scope & Sequence chart for ICT)</p> <p>Encourage and ensure full use of interactive whiteboards in all classrooms</p> <p>Staff / student public on computer system to be decluttered and more accessible & effective for staff & students.</p> <p>Work with disengaged students (particularly boys). Provide more 'hands-on' activities and more positive role models for boys.</p>
<p>Student Pathways, Transitions and Assessments</p>	<p>To improve students' <u>TRANSITION</u> into & through the school</p>	<p>The score in the transition and reporting variables of the parent opinion survey will be < 5.25.</p>	<p>Better facilitate the transition of new students into the school</p> <p>Consolidate & improve Kinder to Prep transition.</p> <p>Improve transition from level to level.</p>	<p>Develop a consultation process (form) with new arrivals (parents & students) to identify specific needs, as part of an induction program.</p> <p>Establish a 'buddy program' for parents of new students as well as for the student.</p> <p>Establish a source of supplies at each level for short term use for new students</p> <p>Consolidate program currently in place. Further involvement of 'buddies' Survey parents to guide future modifications.</p> <p>Review current practices of transfer of student information and files from teacher to teacher.</p>

	<p>Improve <u>ASSESSMENT</u> and reporting practices</p>		<p>Maintain and review senior school students' transition to secondary school</p> <p>Develop an overview & structure for testing across the school</p> <p>Develop a greater command in the accurate use of VELS progression points</p> <p>Improve the quality of assessment across the school – using a whole school approach using multiple data sources</p>	<p>Improve communication from level to level & teacher to teacher with grey folders updated and transferred promptly. Reading levels for Grades 1 – 6 posted on 'staff public'. Digital portfolios to be introduced.</p> <p>Transition Day to be established. Ideas to be developed for teachers to accommodate students for 1 – 1.5 hours with appropriate activities and discuss changes expected.</p> <p>Survey students and their parents re: the effectiveness of the current secondary school transition program. Establish additional needs or concerns.</p> <p>Review current assessment practices & develop an assessment schedule for each grade level .</p> <p>Match assessment with progression points. Unit tests to include progression points.</p> <p>Familiarise staff with annotated testing on Dept. website.</p> <p>Use Parkdale cluster I & E student & teacher friendly prog. pts as well as open-ended questions with prog. pts and use of rubrics.</p> <p>Promote assessment for effective learning. Greater emphasis on formative rather than summative assessment (assessment <u>for</u>, <u>as</u> rather than <u>of</u> learning)</p> <p>Teach children how to effectively self-assess</p> <p>Examine the use of ICT to improve assessment. Research assessment programs available including the use of digital portfolios</p>
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