School Strategic Plan for Specimen Hill Primary School Loddon-Mallee region 2012-2015
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<th>Endorsement by School Principal</th>
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School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

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<th>Endorsement by Regional Network Leader</th>
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<td>School Profile</td>
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<tr>
<td><strong>Purpose</strong></td>
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<td>Specimen Hill Primary School creates a stimulating and supportive learning environment for all students, teachers and parents. It provides a friendly, caring and inspirational learning community that engages students to work to achieve their personal best in an environment of respect and cooperation.</td>
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| **Values** |
| The actions and achievements of the Specimen Hill learning community are underpinned by its 5 key values: |
| **Respect**: Showing care, consideration and concern for other people and property. |
| **Persistence**: To continue to work hard and to strive to achieve our best. |
| **Resilience**: To take responsibility for our own actions and to positively respond to all situations. |
| **Honesty**: To do the right thing in our words, actions and relationships. To think and act with integrity. |
| **Excellence**: Working to achieve to the best of our ability in both individual and team goals. |

| **Environmental Context** |
| Specimen Hill Primary School is an attractive and dynamic learning environment located in Golden Square in the regional city of Bendigo. It has been operating since 1874 with a new school built on the current site in 2005-06. The current school population of 274 operates in 13 classrooms and is drawn from residents in the immediate and wider area of Bendigo. The school grounds are highly interactive encouraging outdoor passive and active pursuits as well as a sustainable environment. Many families have a generational history with the school and the school values its close partnership with parents and the broader community. 60% of the community qualify for EMA and it has a Student Family Occupation (SFO) of 0.6. The school’s Wellbeing program is an integral part of the ethos of the school in developing a harmonious, safe, compassionate and proactive learning community. The school offers an active Out of School Care Hours Program (before and after school care). |

The school’s educational philosophy is to have high expectations for every student and to rigorously prepare them for future pathways. This is achieved by developing creative and interdependent problem solvers who are engaged and inspired by the curriculum, the staff and the whole school environment. It aims to create life-long learners with a global perspective who have a clear acceptance of diversity. This is supported through the schools LOTE program incorporating the study of Indonesian and Chinese. Modern technologies including 1:1 technology and the Ultranet support current educational initiatives and are integrated into all teaching and learning. Art and Physical Education are other specialist areas.
The staff consists of 20 teaching staff, 6 support staff, access to a 0.1 Speech Pathologist and a 0.6 Wellbeing Officer. The school highly values its focus on building staff capacity, developed through a 0.4 School Improvement Officer, provision of staff training of the literacy and numeracy modules, PD opportunities reflected in P&D plans and access to the NLIO and consultants. National Partnerships Funding (low socio economic) has enabled Reading Recovery, intervention programs and coaching across the school.
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<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<tr>
<td><strong>Student Learning</strong></td>
<td>1. By 2015, the percentage of students above expected standards against VELS (A or B) in teacher judgements in Speaking and Listening will increase to 20% in 2015.</td>
<td>To personalise learning through the engagement of rich learning experiences for all students.</td>
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<td>2. 30% of students in year 5 will be achieving in the top 2 NAPLAN bands in writing, spelling and numeracy by 2015.</td>
<td>To improve the literacy and numeracy capability of all students through improved teaching capacity.</td>
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<td>3. 30% of students in year 3 will be achieving in the top NAPLAN bands in writing, spelling and numeracy by 2015.</td>
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<td>4. To reduce the percentage of students achieving in the lower two NAPLAN bands in reading, writing, spelling and numeracy by 2015.</td>
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<td><strong>Student Engagement and Wellbeing</strong></td>
<td><strong>To provide a stimulating and supportive wellbeing program that focuses on students who are connected to school.</strong></td>
<td>To implement strategies that focus on improving classroom management and whole school wellbeing practices.</td>
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<td>1. To increase the level of student connectedness to peers mean in the Attitudes to School Survey from 4.3 in 2011 to 4.6 in 2015.</td>
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<td>2. To improve the Parent Opinion Survey data in the area of Classroom Behaviour to a school mean of above 4.25 in 2015.</td>
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<td>Student Pathways and Transitions</td>
<td>To provide effective transition for all students and their families as they move into, through and beyond school.</td>
<td>Parent satisfaction as measured by the transitions variable in the Parent Opinion Survey to be improved from 5.89 in 2011 to 6.0 in 2015.</td>
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## Key Improvement Strategies (KIS across the three student outcomes areas)

### Student Learning

*To personalise learning through the engagement of rich learning experiences for all students.*

*To improve the literacy and numeracy capability of all students through improved teaching capacity.*

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<tr>
<th>Year</th>
<th>Actions</th>
<th>Achievement Milestones</th>
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| **Year 1** | - Build consistency of curriculum planning across the school.  
- Literacy Consultant to work with whole staff on spelling.  
- Ensure planning has a personalised focus with goal-setting, reflection and evaluation of learning.  
- Preparation for NAPLAN testing.  
- Review Assessment schedule.  
- Ensure Individual Learning Plans are in place for Koorie students, D&I students, those with particular learning needs and exceptional talents. Weekly planners to identify personalised planning.  
- Technology and Ultranet to be integrated into all curriculum planning, teaching and learning.  
- Ensure that information is communicated in relation to the National Curriculum.  
- P&D goals to reflect key targets in student learning.  
- Data wall updated from reading benchmark testing each term.  
- E5 and Technology to be integral components of school T&L. | - By the middle of term 1 staff have individual conversations with the S I Officer and set P&D goals in numeracy and literacy.  
- Term 1 - all staff are following the assessment schedule.  
- By the end of term 1 a consistent weekly planner is used by all staff/teams.  
- Each term the Principal to analyse weekly planners.  
- By the end of the first semester - Reporting process to be reviewed and PD provided.  
- End of Term 1 - NAPLAN schedule to be completed.  
- Term 2 - Writing planner will be developed with a focus on personalised spelling lists and moderation.  
- Term 2 - Homework Policy reviewed to include spelling.  
- Term 3 - Speaking and Listening tools implemented.  
- Term 4 - Staff are introduced to the student mapping tool.  
- Ultranet as an integral learning and communication tool for all school members.  
- Coaching across the school focussing on planning, literacy and numeracy, peer coaching. |
| **Year 2** | - Semester 1 staff training in e-learning.  
- Training in the new National Curriculum.  
- Curriculum team planning embedded and consistency across the school.  
- NAPLAN planner is reviewed to enhance improvement.  
- Continued analysis of NAPLAN data and training in Numeracy and Literacy strategies.  
- Developing leadership capacity in staff through experience and training. (Bastow)  
- LM Literacy and Numeracy modules refreshed.  
- Instructional Rounds to share practice.  
- All children working from personalised spelling lists. | - Term 1 - Staff following NAPLAN schedule.  
- Staff and students to reset learning goals fortnightly.  
- Term 2 – Training in National Curriculum.  
- Term 1 - Staff P&D plans to reflect individual student targets in numeracy and literacy.  
- Ultranet accessed daily.  
- Start of term 1 - Students identified for Reading Recovery and Speech Pathology.  
- Term 1 - Staff to begin Bastow training.  
- Across the year PD Lit/Num modules scheduled.  
- Instructional Rounds across the school. |
### Year 3
- Embedding team planning.
- Staff leadership potential implemented.
- NAPLAN schedule embedded across the school.
- P&D goals in line with Strategic Plan and personal targets identified.
- All policies reviewed and in line with National Curriculum.
- Conferencing common practice during independent reading.
- On going PD with SI Officer / NLIO / consultant.
- Visits to exemplar schools to see best practice.
- Term 4 - NAPLAN schedule.
- Term 1 - Staff leadership/or literacy and numeracy training.
- Further staff training in reading conferencing.
- Term 1 - Staff P&D goals to identify targeted teaching and growth.
- Term 2 – Review and update all Teaching and Learning policies.
- Daily conferencing of students and information recorded.
- Each term classroom PD/coaching with SI Officer and consultant.
- Visits to exemplar schools to see best practice.

### Year 4
- Ongoing opportunities for leadership in the school.
- Relevant and targeted P&D goals set.
- Teaching and Learning policies are finalised in line with National Curriculum.
- School Review teams identified.
- Embedding NAPLAN practice and schedule.
- Instructional Rounds accepted practice in T&L schedule.
- Term 1 - Leadership training.
- Lit and num conversations to set P&D goals.
- Term 1 - Student Learning review panel identified.
- Term 1 - NAPLAN schedule completed across the school.
- Analysis of data to set new school goals.

### Student Engagement and Wellbeing

**To provide a stimulating and supportive wellbeing program that focuses on students who are connected to school.**

#### Year 1
- 5 key values are identified.
- Review student management and engagement across school and appropriate training to occur.
- Common language across the school.
- Ongoing focus on regular and punctual attendance at school.
- Student Mapping Tool investigated.
- All staff to revisit the Calmer Classrooms document.
- Induction of Wellbeing at Speci for all new staff members and CRTs- including appropriate documentation.
- Review Wellbeing Program modules, documentation and training implemented.
- Review the Student Leadership Program.
- Investigate Peer Support and community involvement programs.
- End of year - Staff, students and parents become familiar with the key values.
- Term 3 - Use of common language across school.
- Attendance protocols followed and awards given out at the end of each term.
- Term 2 – Decision made on the Student Mapping Tool.
- Term 1 - Staff to complete PD on Calmer Classrooms.
- Training for staff on Speci Wellbeing Program / Restorative Practice in Term 1 and continuing throughout the year.
- Term 3 - Documentation for new staff and CRTs to be finalised.
- Term 3 - Some improvement in the Attitudes to schools, Staff Opinion and Parent Opinion data in the area of student connectedness to school.

#### Year 2
- Ongoing school focus on the key values.
- Ensure that staff have had an opportunity to develop their skills and understanding of Restorative Practice.
- Focus on building parent participation through activities and programs.
- Focus on involvement of / in wider community.
- Embedding the school values.
- All staff trained in Restorative Practice and Speci Wellbeing Program.
- Increased numbers of parents directly involved in class/ school activities.
- Term 1 - Student Leaders to attend Impact Leadership program.
### Year 3
- Embedding the key values.
- Embedding Restorative Practices and the Speci Hill Wellbeing Program.
- Opportunities for Student Leadership.(look to cluster for group initiatives)
- All policies/documentation reviewed/revised and process completed.
- Parent and community programs to be enhanced.
- Community involvement an expectation of each student.

### Year 4
- Policies reviewed in the revised schedule.
- Student Leadership training provided.
- Values reviewed.
- Training for all staff on Wellbeing Program.
- Wellbeing Protocols reviewed and addressed.
- Community programs and community involvement reviewed.

### Student Pathways and Transitions
To provide effective transition for all students and their families as they move into, through and beyond school.

### Year 1
- Nomination of a Transition Coordinator and team.
- Review transition program and schedule.
- Implement the current Transition program across the school.
- Provide ongoing communication with parents.
- The development of an updated transition unit in the 5 / 6 grades.
- Training for 'Prep Buddies'.
- Maintain the links with the cluster Transition initiative.
- Address new transition initiatives from LM (esp K-Prep).
- Seek parent feedback on the school transition process.
- Develop a new parent information (to Speci) visit program and protocols.
- Secondary school survey results to feed into program review.
- At Risk student transition program implemented.

### Year 2
- Transition Coordinator and team identified.
- Specimen Hill Information Package reviewed by transition team.

### Year 3
- Assessment of community involvement in the school.
- Term 1 - Training in agreed protocols and activation.
- Term 2 - Student Mapping Tool training to be completed.
- Student Data on Mapping Tool by the end of the year.

### Year 4
- Throughout the year the policies will be reviewed.
- Semester 1 - Student Leadership training completed.
- Term 1 - Staff Wellbeing training completed.
- All protocols are ongoing.
- Review of curriculum/community programs.

### Start of 2012
- Transition coordinator is implemented and team identified.
- Term 2 - Transition program is reviewed and a new program is developed.
- Term 4 - Improvement in the Attitudes to Schools, Parent Opinion Survey in the area of transition.
- Term 2 - New families to Specimen Hill program trialled.
- Term 3 - Communication with Preschools in relation to At Risk students and follow up process begun.
- Term 3 - Results from secondary school survey.
- Term 2 - Previous students to visit current grade 5/6 students.
- Term 3 - At Risk students transition program.
| Year 3 | Transition Program is documented and implemented.  
|        | New Information Package and program is implemented.  
|        | Invite Inspirational Speakers (variety of vocations) to school to inspire future pathways.  
|        | Term 2- Previous students to speak to current 5/6 classes.  
|        | Term 3- 5/6 Transition Unit reviewed.  
| Year 4 | Embed Transition Program.  
|        | Embed Information Program.  
|        | Review data to inform future goals and direction.  
|        | 5/6 Transition Program revised.  
|        | Inspirational speakers and previous students to visit throughout the year.(as part of transition program)  
|        | School data to inform future direction.  

Transition program reviewed.  
Transition coordinator to attend cluster meetings.  
On going communication/relationships with Pre-schools and Secondary schools.  
5/6 Transition Unit reviewed.