

School Strategic Plan for Mansfield Primary School Hume Region 2013-2016



<p>Endorsement by School Principal</p>	<p>Signed <i>Paul Volkering</i> (Principal's signature) Name...Paul Volkering..... Date.....17/09/2012.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature) Name..... Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed <i>Tony Gooden</i> (Regional Director or nominee's signature) Name Tony Gooden Date 12/12/12</p>

School Profile

Purpose	<p>Our purpose is to:</p> <ul style="list-style-type: none">• Provide a supportive, safe and secure learning environment that promotes thinking, creativity and individuality.• Create a resilient school community where all students develop independence, emotional intelligence and social competency as they strive to achieve their full potential as 21st century learners.• Provide high quality programs that engage our children in their learning and instil the essential skills that will enable them to reach their full potential; supporting and extending them in all forms of academic, social, creative and physical endeavours.• Provide a stimulating and supportive environment for all teachers; and assist, inform and involve parents and the greater community of Mansfield.
Values	<p>Our School community has developed the following values as central to the life of our school:</p> <p><u>1. Respect:</u> Mansfield Primary School staff and students treat ourselves, one another and the environment with care and consideration.</p> <p>Positive behaviours that demonstrate this value are:</p> <ul style="list-style-type: none">• Active listening to a speaker in all situations without interruption• Open communication and maintaining an open mind to fresh and innovative ideas• Acceptance of different personality types• Acceptance of different teaching styles• Acknowledging efforts and accomplishments• Considering individual views in the decision making process• Being conscious of personal workspaces• Accepting and offering constructive and objective feedback• Carrying out commitments• Using positive body language

2. Integrity: Staff and students communicating truthfully and in a considerate manner.

We believe behaviours that demonstrate this value are:

- Speaking truthfully with one another
- Being willing to answer questions and raise them
- Being willing to express your opinion
- Responding appropriately to questions
- Expressing feelings sensitively
- Reflecting on our own and others performance honestly
- Recognising our own abilities, limitations and areas for development
- Acknowledging and accepting responsibility for your own actions

3. Motivation: Staff and students being stimulated, engaged and excited about a task and performing at an optimum level.

We believe behaviours that demonstrate this value are:

- Working cooperatively as a team
- Being happy and positive
- Being organised and prepared
- Setting achievable goals
- Displaying interest in our own and others tasks and activities
- Challenging oneself and developing and displaying resilience
- Preparedness to revisit/reassess goals and targets
- Acknowledging and supporting the efforts of others
- Recognising that others may have different levels of motivation

	<p>4. Tolerance: Staff and students creating a positive environment that allows everyone to feel comfortable, accepted and cared for.</p> <p>We believe behaviours that demonstrate this value are:</p> <ul style="list-style-type: none"> • Making a commitment to the promotion of patience, sensitivity and fairness • Acknowledging cultural diversity and individual differences • Using positive body language when interacting with others • Warmly acknowledging and greeting people in a positive manner <p>5. Empathy: Staff and students demonstrating understanding, compassion and support in a sincere manner.</p> <p>We believe behaviours that demonstrate this value are:</p> <ul style="list-style-type: none"> • Showing patience • Active listening • Understanding and being sensitive to individual needs and differences • Providing support to others during stressful times or times of need • Being sensitive to the needs of others
Environmental Context	<p>Mansfield Primary School is located in north east Victoria close to Mt Buller and the “High Country”. The school is centrally located with attractive grounds and is adjacent to many community sporting facilities. There is an eclectic mix of buildings ranging from an original building constructed in 1863, to a modern teaching and learning area known as the “Nobian Place” constructed in 2010. Walkways and corridors have been built to improve the connections between the mix of old and new portable buildings located across the school site. There is a well-equipped traditional style central library and various play equipment areas, an outside amphitheatre, traditional sporting zones and some colourful gardens. The current enrolment of 261 students is assigned to 11 different classes. The enrolment of boys and girls is even.</p> <p>A diverse spread of occupations exists among school families, ranging from those who work in various occupations in the town, to farmers and agriculturalists and those who work in tourism outside the town. The SFO for Mansfield Primary School is 0.43 which translates to the 65th percentile of Victorian government schools. There has been a slight increase in the socio-economic profile of the families over the past few years. There are currently eight students who qualify for the program for students with disabilities (PSD), but no students come from a language background other than English and no Aboriginal and Torres Strait Islander students.</p>

The current Principal was appointed in term 4, 2011 and the Assistant Principal in term 1, 2011. There are fifteen experienced teachers and two graduate teachers at the Mansfield campus. An additional three teachers are contracted to work at the Mt.Buller campus in term 3. Specialist teachers cover physical education, visual arts, performing arts and ICT. The school is supported by two education support staff (ESS) who work in the office, five support staff who work as integration aides and a School Chaplain. Parents and community volunteers support many school programs. An enthusiastic school council works in the best interests of Mansfield Primary School.

The school is well resourced with a variety of technologies in each classroom. There are ongoing problems with the ICT infrastructure. A recent innovation is that of a Polycom to enhance online communication between cluster schools to overcome some of the communication problems for schools in isolated areas.

Mansfield is part of the High Country Cluster of schools which is the most isolated cluster in Hume Region. Jamieson and Merrijig schools as well as Mansfield Secondary College form part of the Cluster with Mansfield Primary. Isolation is one of the main challenges at Mansfield Primary. Approximately 50% of the students travel to school on one of 10 buses. Accessing high quality professional development for staff has been limited because of the time required to travel to the nearest centre. The challenge is to look at alternative ways to access professional development and collaborate with other like schools as well as cluster schools. Accessing student, family and child support services is not optimal because of the distances to large rural centres and this is a challenge for both the families and the school. Liaising with Mansfield Statewide Autistic Services (MASS) has been beneficial in supporting some PSD students and providing experiences for our general enrolment.

Mansfield Primary School has developed strong links with the local community by joining in and supporting local activities and at the same time including community organisations into school life. Prioritising what the school becomes involved in is a challenge that needs to be met. During the last strategic plan Mansfield Primary School became the licensee of the local Pre-school.

The school has developed its curriculum provision in line with the Victorian Essential Learning Standards and the new Australian Curriculum, to be known as AusVELS. The school employs a whole school approach to student wellbeing with a focus on integrating the school core values into all layers of our school community. The key focus of curriculum development and program enhancement is reliant upon developing quality teaching and learning in all classrooms with a focus on educating the whole child. The entire staff are engaged in professional learning based upon DEECD, Regional, school and individual needs. The school encourages whole school and individual professional development which focuses on the goals set out in Professional Development Plans, Curriculum Action Plans, the Annual Implementation Plan and the School Strategic Plan.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
<p>Student Learning</p>	<ul style="list-style-type: none"> • To improve student learning outcomes in all strands of English (reading, writing, speaking and listening, grammar and punctuation and spelling) for all students Prep – Year 6. • To improve student achievement in mathematics for all students Prep – Year 6. 	<ul style="list-style-type: none"> • NAPLAN – Reading in year 5 to show an upward trend and reach 505 with no students, deemed capable, failing to reach the national minimum standards by 2016. • NAPLAN – Reading in year 3 to be sustained above 450 from 2013 to 2016. • NAPLAN – Writing in years 3 and 5 to show an upward trend with no students deemed capable, failing to reach the national minimum standards. Year 3 to reach 430 and year 5 to reach 495. • The English Online Interview to be conducted across Prep-year 2 from 2013 – 2016 with benchmarks for improvement established in 2013. • NAPLAN – Mathematics in year 5 to show an upward trend and reach 505 with no students, deemed capable, failing to reach the national minimum standards by 2016. 	<ul style="list-style-type: none"> • Fully document and embed a school based curriculum, aligned to VELs and AusVELs which addresses essential content. • Implement an effective consistent teaching and instructional model across the school in line with the Hume Region Classroom Teaching Techniques. • Ensure a whole school approach to the collection and analysis of data to inform the teaching and learning programs.

		<ul style="list-style-type: none"> • Teacher judgment in Mathematics against the VELs (AusVELs) to indicate a higher proportion of students in the upper 2 levels than in 2012 and no students deemed capable, to achieve in the lower 2 levels in literacy and numeracy by 2016. • Teacher judgements in Mathematics against the VELs (AusVELs) in the upper 2 levels to show an upward trend between 2013 – 2016. 	
Student Engagement and Wellbeing	<ul style="list-style-type: none"> • To enhance the engagement and wellbeing of all students with a particular focus on their connectedness to the school and to their learning. • To improve student attendance. 	<ul style="list-style-type: none"> • Improve the trend for stimulating learning to move from 3.50 to 4.20 by 2016. • Improve the trend for teacher effectiveness to move from 3.99 to 4.50 by 2016. • Improve the trend for school connectedness to move from 3.80 to 4.50 by 2016. • Improve the trend for learning confidence to move from 3.79 to 4.50 by 2016. • Improve the trend for classroom behaviour to move from 2.77 to 3.50 by 2016. • Average student absence to be progressively reduced from 14.8 	<ul style="list-style-type: none"> • Build a whole school community culture based on making the values inherent in the current triple R program (respect for self, respect for others and respect for the environment) explicit for students, staff and parents. • Build an interdependent partnership with staff, students and parents to improve student attendance.

<p>Student Pathways and Transitions</p>	<ul style="list-style-type: none"> • To improve transition experiences for all students and their families as students move into, through and from the school. • To improve planning for student pathways to include all students. 	<p>days to 12 days by 2016.</p> <ul style="list-style-type: none"> • In the parent survey improve the transition score from 5.61 to 6.00 and improve the survey response rate overall. • Improve the school based data on and from students about transition into, through and from the school and continuously improve this data from 2013 to 2016. • An important milestone is to demonstrate that the school's documented curriculum guarantees that all year levels have a pathways component in their teaching and learning program by 2016. 	<ul style="list-style-type: none"> • Continue to improve transition processes for all forms and stages of transition at Mansfield Primary School. • Introduce into the curriculum a systematic approach that addresses pathways for all students at the school.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <ul style="list-style-type: none"> • Fully document and embed a school based curriculum, aligned to VELS and AusVELS which addresses essential content. • Implement an effective consistent teaching and instructional model across the school based on the Hume Region classroom teaching techniques. • Ensure a whole school approach to the collection and analysis of data to inform the teaching and learning programs. 	Year 1	<ul style="list-style-type: none"> ▪ Teachers are all able to understand the Ausvels and begin implementation in classrooms to develop skills that support differentiated learning. ▪ Professional learning at school level focussed on HR Classroom teaching techniques for Literacy and Numeracy. ▪ Use e5 model as a basis for teacher collaboration and reflection on practice to plan learning tasks to meet the needs of all students. ▪ Document a whole school curriculum in all areas of Literacy and Numeracy. ▪ Professional Learning in “Visible learning for teachers” – (John Hattie.) ▪ Share best practice through PLT’s ▪ Develop and Implement the use of learning tasks to ensure Higher Order thinking skills are evident across the curriculum. 	<ul style="list-style-type: none"> ▪ Teachers use HR Placemats for lessons on a regular and consistent basis to improve teaching and learning ▪ Regular professional learning individual/team/school level to build teacher capacity and knowledge • Staff use e5 competency checklist as a form of reflection. Professional dialogue at area and staff meetings will exhibit greater understanding of e5 language and terminology. ▪
	Year 2	<ul style="list-style-type: none"> ▪ Variety of assessment tools trialled, evaluated and used to drive teaching 	<ul style="list-style-type: none"> ▪ Range of assessment tools used by teachers effectively to drive teaching

		<p>and learning.</p> <ul style="list-style-type: none"> ▪ Ongoing professional learning on explicit teaching of reading and number. ▪ Use e5 model as a basis for coaching, collaboration, observation and feedback. <p>Professional learning on coaching, observation and feedback.</p> <ul style="list-style-type: none"> ▪ Assess school curriculum implementation from Year 1. ▪ Implement use of Student Mapping Tool. 	<p>and learning.</p> <ul style="list-style-type: none"> ▪ Teachers use common language and shared understanding of explicit teaching of reading and number as demonstrated in their work programs and planning documents. ▪ Peer/ team coaching, collaboration, observation and feedback are planned events and regular agenda items at area, curriculum and staff meetings.
	Year 3		
	Year 4		
<p>Student Engagement and Wellbeing</p> <ul style="list-style-type: none"> • Build a whole school community culture based on making the values inherent in the current triple R program. (respect for self, respect for others and respect for the environment) explicit for students, staff and parents. • Build an interdependent partnership with staff, students and parents to improve student attendance 	Year 1	<ul style="list-style-type: none"> ▪ Review, evaluate and share MPS current values / well-being programs with all members of the school community. • Regular school and team newsletter items about school values and wellbeing programs. ▪ Parent forums will be held during the school year to improve communication and parent understanding of current programs and initiatives. 	<ul style="list-style-type: none"> ▪ Students and school community are aware of school values and they espouse them on a daily basis, receive regular awards / certificates at School Assemblies. ▪ Teachers regularly planning, sharing and evaluating student centred investigations as evidenced in their planning and assessment documents. ▪ Each teaching team member presents their new ideas/ strategies focussing on the child centred

		<ul style="list-style-type: none"> • Professional learning at individual/team/school level on student centred approach to learning. ▪ Implement School to Summit program. 	<p>approach, regularly at team meetings and whole staff meetings.</p>
	Year 2	<ul style="list-style-type: none"> ▪ Investigate, review and evaluate values and well being initiatives or programs at other schools. ▪ MPS website is updated regularly with information and student contributions about MPS values and well being programs. ▪ Ongoing professional learning at individual/team/school level on student centred approach to learning. ▪ Review School to Summit program. 	<ul style="list-style-type: none"> ▪ MPS values are upheld by all of our students, parents, staff and community members and exhibited in newsletter on a regular basis. ▪ School website is updated on a regular basis. ▪ Teachers have built their skills and knowledge of student centred approach to learning and are giving students greater choice in directing their own learning. ▪ Staff regularly share Student Centred learning approaches as part of peer observation, PD opportunities and with discussion at level and staff meetings.
	Year 3	<ul style="list-style-type: none"> ▪ Attendance is promoted at Assembly by recognising and rewarding year levels with best attendance. ▪ Attendance is promoted in newsletter. 	<ul style="list-style-type: none"> ▪ Attendance across year levels improves closer to state mean.
	Year 4	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪

<p>Student Pathways and Transitions</p> <ul style="list-style-type: none"> • Develop transition processes for all forms and stages of transition at Mansfield Primary School. • Introduce into the curriculum a systematic approach to addressing pathways for all students at the school. 	Year 1	<ul style="list-style-type: none"> ▪ Review and document processes for student transition into, through and out of school. ▪ Develop protocols and consistent processes relevant to student school entry, grade level transition and exit of Year 6 students ▪ Develop templates for sharing information across year levels as part of the transition handover 	<ul style="list-style-type: none"> ▪ All staff follow the processes, procedures and protocols of transition into, through and out of the school. ▪ Teachers discuss and share student information at team meetings, access stored transition information on staff share. ▪ Newsletter communication on a regular basis highlighting transition strategies used throughout the school year
	Year 2	<ul style="list-style-type: none"> ▪ Review current Year 6 exit program, develop and implement a Year 6 Transition Program that aims to address student and family needs ▪ Ongoing development of school documentation, checklist of actions in relation to transitions throughout the school. ▪ Continue to build connections and shared learning with local preschool and secondary schools. 	<ul style="list-style-type: none"> ▪ Year 6 to Secondary School transition program implemented for all exiting Year 6 students, feedback from students and parents obtained via the MPS transition survey. ▪ Teacher documentation / discussions included in the grade level transition process at the end and beginning of each school year. ▪ Preschool and Secondary connections are established and communicated via email, school visits and regular phone calls. Staff participate in Transition meetings
	Year 3	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪
	Year 4	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪