## School Strategic Plan 2010 - 2013

**Our Bridge**

To The Future

### Endorsement by School Principal

<table>
<thead>
<tr>
<th>SIGNED</th>
<th>NAME</th>
<th>DATE</th>
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### Endorsement by School Council

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<tr>
<th>SIGNED</th>
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School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

### Endorsement by Regional Network Leader

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<tr>
<th>SIGNED</th>
<th>NAME</th>
<th>DATE</th>
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NAME......Pam Toose..................December 2 2009.........................
## School Profile

<table>
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<tr>
<th>Purpose</th>
<th>The community of Redesdale Mia Mia considers itself a family that fosters well being and embraces diversity. We strive to develop independent leaders who are globally capable.</th>
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</table>
| Values  | We create learning opportunities that build  
- A love of learning and resilience through risk taking, initiative and freedom with optimism  
- Truthfulness, respect and trust of others  
- Relationships through teamwork, friendship. |
| Environmental Context | Redesdale is halfway on the Kyneton-Heathcote Road and Mia Mia, several kilometres closer to Heathcote. There has been a primary school at Redesdale for 125 years. Following a school merger in 1991 with Mia Mia, Redesdale Mia Mia Primary School, a dynamic rural school, has served the local community well as evidenced by a consistent enrolment of between 29 and 46 students. Currently there are 32 students enrolled at our school. Redesdale Mia Mia continues to be a creative and nurturing environment where students are encouraged to develop confidence, a love of learning and the skills and knowledge to make a valuable contribution to the community. As a small rural school, we offer a unique learning environment, where we operate under the notion of a large family, embedded in the community. We also offer specialist programs, including Art, PE, swimming, Gymnastics and LOTE Indonesian. We pride ourselves on our extra curricula activities in support of classroom programs and developing personal qualities.  

The SFO density of 0.6 and LOTE proportion of 0.0 indicate that it serves a community with low income levels and low
ethnic diversity. The school notes that there is a high level of transiency (up to 25%) as families move in and out of the area to follow seasonal work. 60% of families receive the Education Maintenance Allowance. In addition, a four-year drought and recent bushfires have placed additional stress on members of the local community. Redesdale Mia Mia is a member of the project ‘Leading Across Effective Small Schools’ with Langley, Chewton, Elphinstone, Guildford, Yapeen and Taradale primary schools, and part of the Kyneton School Cluster. A pre-school that had been part of the school for several years closed in 2007.

Over the past three years the school has made considerable reforms in teaching practice, curriculum and organisation that have addressed the goals and key improvement strategies of the school’s Strategic Plan. In 2009, staff continue to develop a holistic and integrated curriculum for the students which reflects the Victorian Essential Learning Standards. This is achieved by staff through planning days, regular staff meetings and professional development opportunities. Literacy, Numeracy and Information Communications Technology are continued focus areas for 2010.
## Strategic Intent

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>By 2013 95% all students deemed capable operating at level C across all VELS in teacher judgements.</td>
<td>Enhance teaching practice in all domains across the school with shared agreement about pedagogy that is consistently used by all teachers</td>
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<td>Improve the learning outcomes for all students in the English and Mathematics domains of the Victorian Essential Learning Standards</td>
<td>By 2013 50% deemed capable students will be achieving level B or above in teacher judgements in VELS.</td>
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<td>By 2013 all students on individual learning plans and achieving the goals within their plan</td>
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<td><strong>Student Engagement and Wellbeing</strong></td>
<td>By 2013 Attitudes to School Survey variables will be: Student Morale at or above 6.3; School Distress at or above 6.06; Teacher Effectiveness at or above 4.5; Teacher Empathy at or above 4.5; School Connectedness at or above 4.5; Student Safety at or above 4.62; Stimulating Learning at or above 4.4; Classroom Behaviour at or above 3.9</td>
<td>Provide a high quality learning environment which engages students, promotes school connectedness and builds student well being with a focus on individual student resilience.</td>
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<td>Engage all students in their learning and develop in each individual a sense of wellbeing, resilience and connectedness to school.</td>
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### Student Learning Goals

- Improve the learning outcomes for all students in the English and Mathematics domains of the Victorian Essential Learning Standards.
- By 2013 95% all students deemed capable operating at level C across all VELS in teacher judgements.
- By 2013 50% deemed capable students will be achieving level B or above in teacher judgements in VELS.
- By 2013 all students on individual learning plans and achieving the goals within their plan.

### Student Engagement and Wellbeing Goals

- Engage all students in their learning and develop in each individual a sense of wellbeing, resilience and connectedness to school.
- By 2013 Attitudes to School Survey variables will be: Student Morale at or above 6.3; School Distress at or above 6.06; Teacher Effectiveness at or above 4.5; Teacher Empathy at or above 4.5; School Connectedness at or above 4.5; Student Safety at or above 4.62; Stimulating Learning at or above 4.4; Classroom Behaviour at or above 3.9.
| Student Pathways and Transitions | General Satisfaction and Transition variables in the Parent Opinion Survey to be above 6.0 for all years 2009-2012 Transition to be at or above 5.8 | Develop, maintain and monitor a whole school transition program that outlines process and actions to the community. Stronger and closer links will be formed with local primary and secondary schools. |

**SCHOOL STRATEGIC PLANNER 2010-2013: INDICATIVE PLANNER**

<table>
<thead>
<tr>
<th>Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)</th>
<th>Actions</th>
<th>Achievement Milestones (Changes in practice and behaviours)</th>
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<tr>
<td><strong>Student learning</strong>&lt;br&gt;Enhance teaching practice in all domains across the school with shared agreement about pedagogy that is consistently used by all teachers.</td>
<td>Year 1&lt;br&gt;Continuation of teacher moderation of assessment, especially for Speaking and Listening.&lt;br&gt;Continued development and integration of ICT to support teaching and learning.&lt;br&gt;Continue the development and use of:&lt;br&gt;▪ On-demand assessment data to drive effective and purposeful teaching.&lt;br&gt;▪ Goal-setting interviews with students and parents. For 2009, achievement in relation to goals will be indicated in student reports.&lt;br&gt;▪ Data to inform staff discussions and future planning.</td>
<td>▪ At risk students and Integration students with an Individual Learning Improvement Plan&lt;br&gt;▪ Staff demonstrating the use of data to inform both personal development and curriculum planning&lt;br&gt;▪ Staff meeting time has been allocated for Moderation activities.&lt;br&gt;▪ Improvement in the Teacher Assessment Judgement against VELs.&lt;br&gt;▪ Increased integration of ICT as a learning tool across all year levels in the curriculum.&lt;br&gt;▪ Teachers will be reflecting on their practice.&lt;br&gt;▪ All staff have an understanding of the Ultra net.</td>
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<td>Year 2&lt;br&gt;▪ implement Digital Portfolios</td>
<td>▪ Teacher’s using data from On Demand tests to inform teaching.&lt;br&gt;▪ E² to a part of staff meeting agenda f or</td>
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</table>
### Implementation of E\(^5\)
- On Demand testing to support NAPLAN and VELS data.
- Implementation of Instructional Rounds

### Year 3
- Evaluation of VELS implementation
- Evaluation of E\(^5\)
- Evaluation of Instructional rounds

### Year 4
- Self evaluation and review

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<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<td>Continue to implement the ‘Solving the Jigsaw’ program as this fosters a safe and secure environment and helps improve student wellbeing and connectedness.</td>
<td>Solving the Jigsaw program delivered using local staff.</td>
<td>Analysis of Attitudes to School and Parent Opinion survey relating to student well being and school connectedness.</td>
<td>Self evaluation and review</td>
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<td>Re-visit the guiding statement and school values during the first half of 2010.</td>
<td>Involve students in planning curriculum themes.</td>
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<td>Continue to provide a rich range of quality co-curricular and extra-curricular activities and continued participation in Leading Across Effective Schools group.</td>
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### Student Engagement and Well being

Provide a high quality learning environment which engages students, promotes school connectedness and builds student wellbeing with a focus on individual student resilience.

### Year 1
- Continue to implement the ‘Solving the Jigsaw’ program as this fosters a safe and secure environment and helps improve student wellbeing and connectedness.
- Re-visit the guiding statement and school values during the first half of 2010.
- Continue to provide a rich range of quality co-curricular and extra-curricular activities and continued participation in Leading Across Effective Schools group.

### Year 2
- Solving the Jigsaw program delivered using local staff.
- Involve students in planning curriculum themes.

### Year 3
- Analysis of Attitudes to School and Parent Opinion survey relating to student well being and school connectedness.

### Year 4
- Self evaluation and review

### Professional development for staff
- Solving the Jigsaw program.
- Students reflect on Attitudes to School data with staff.
- Staff reflects on class/school programs in light of Attitudes to School data.

### Review of parent and student data
### Student Pathways and Transitions

Develop, maintain and monitor a whole school transition program that outlines process and actions to the community. Stronger and closer links will be formed with local primary and secondary schools.

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
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| **Year 1** | - Develop better communication with parents, and involve parents more in school transition through such programs as: allowing Preps to stay home each Wednesday in term one if they need too, informing parents of all secondary options; arranging for parents to have secondary college tours.  
- Develop protocols for homework expectations.  
- Continue to look for opportunities to mix with other students from other schools.  
- Promote the school to nearby Kindergartens.  
- Children P-6 will participate in organised days, camping program for grade 2 -6 and interschool sport.  
- Parents will be fully informed and aware of transition programs. Transition in the Parent Survey will be 5.5.  
- Prep parents to meet with principal on first and last transition day  
- School council endorsed homework policy.  
- Parents will be aware of weekly homework and what is expected. |
| **Year 2** | - Create school based survey to assess parent satisfaction with transition opportunities.  
- Parent satisfaction will be more positive.  
- Parents will be more engaged and informed re transition programs. |
| **Year 3** | - Analysis of Attitudes to School and Parent Opinion survey data components relating to Transition.  
- Parents will be confident that our transition program meets the needs of students and parents. |
| **Year 4** | - Self evaluation and review  
- Review of parent and student data following survey periods. |