

**Clifton Creek Primary School.  
3684**

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**School Strategic Plan  
2009 -2012**



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<b>Endorsement by School Principal</b>	SIGNED..... NAME...Carol Kennedy..... DATE.....
<b>Endorsement by School Council</b>	SIGNED..... NAME.....Gina Callander..... DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

<b>Endorsement by Regional Director (or nominee)</b>	SIGNED..... NAME..... DATE.....
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## School Profile

<p><b>Purpose</b></p>	<p>Clifton Creek Primary School prides itself as having an environment that has a 'Kids First' focus. Clifton Creek Primary School ensures that the needs of all the children are met in an engaging, stimulating learning environment. We believe in providing an education that meets the needs of the 'whole' child: educational, emotional, social and spiritual.</p>
<p><b>Values</b></p>	<p><i>The Values of Clifton Creek Primary School are:</i></p> <ul style="list-style-type: none"> <li>• Kids First</li> <li>• Continual journey for all</li> <li>• Unique/Innovative</li> <li>• Shared vision</li> </ul>
<p><b>Environmental Context</b></p>	<p><i>Clifton Creek Primary School is a small rural school situated around 20 kilometres North of Bairnsdale. Enrolment is stable between 34-37 students although prep year enrolments fluctuate. Over 70% of students commute from the Bairnsdale, Bruthen/Tambo Upper/ Sarsfield and Mount Taylor areas. The 30% of families in the immediate school catchment area mostly use the Government bus. A private bus is hired and managed by parents to transport children from beyond the local catchment.</i></p> <p><i>The school has received a large grant of approximately \$400,000 to upgrade its teaching and administration facilities. It is anticipated that all site works will be finalised by April 2009.</i></p> <p><i>The school grounds have some large trees providing excellent shade areas, some modern colourful play equipment, interest areas such as a "secret garden", a propagation hot house area, a toddler play area, a small tin cubby, an outdoor performance area and a hen and peacock pen.</i></p>

## Stratagie Intent

	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	<i>1. To improve teaching and learning in the areas of Mathematics and Spelling P-6.</i>	1. Increase the percentage of students above the expected standards in Spelling and Number across the school to 25% by 2012. 2. To establish an improvement trend line in Mathematics from 2007 to 2010 in all year levels. 3 To have years 3 National Testing mean scores at 2.4 or better and year 5 scores at 3.2 or better in Spelling and Number.	Increased targeting of PD relating to the teaching of Mathematics. To place an emphasis on engaging students in all dimensions of literacy and particularly numeracy. To further moderate and refine the school's assessment practices in line with VELS progression points.
<b>Student Engagement and Wellbeing</b>	1 To strengthen the students' sense of connectedness to school and to peers and to promote a stronger sense of engagement in their learning.	*Do students feel good about coming to school? *Do they feel they belong? The Attitudes to School survey administered to Years 5&6 will provide ongoing data to assist in measuring progress. Gather data from students across the school using the PoLT Student Perceptions Survey for Early Year and Years 3/4. □ On the student survey to increase the Student Motivation variable to at least 4.6 for both year 5 and year 6 student cohorts. □ Reduce student average absences across the school P-6 to no more than 13 days and to target and monitor the p-2 cohorts with a current pattern of high absence.	In addition to the key strategies suggested for Student Learning:- <ul style="list-style-type: none"> <li>• Further involve students in establishing learning goals, reflective practices and self assessment.</li> <li>• Implement changes to whole school curriculum planning and structure that will enable a more direct focus on the Physical, Personal and Social Learning strand, particularly across Years 3-6.</li> <li>• Maximise opportunities to increase parent connectedness and input through such things as The Electives Program, reinforcement of 'Open Door Policy' gardens, daily reading etc.</li> <li>• To ensure that the social needs of all students are met particularly recognising the current smaller enrolment of boys.</li> <li>• To develop programs and practices related more specifically to the teaching and learning needs of girls.</li> <li>• To place an emphasis on engaging students in all</li> </ul>

			<p>dimensions of literacy and particularly numeracy.</p> <ul style="list-style-type: none"> <li>• In-service staff to enable them to introduce the Restorative Justice approach to problem solving.</li> </ul>
<p><b>Student Pathways and Transitions</b></p>	<p><i>1. To improve the transition of students from year 6 (Primary School) to year 7 (Secondary College)</i></p>	<p>90% of parents will report student satisfaction with the school to secondary college transition program.</p> <p>Year 6 children will attend at least two secondary college transition school activities apart from the normal transition visits.</p> <p>Contact will be made with ex-students during term 1 of Secondary College to gauge and evaluate the success of the transition program from year 6 to year 7.</p>	<p>To review and evaluate the existing school to secondary college transition practices and implement agreed changes.</p> <p>To seek to develop are more effective partnership between the secondary college and the school.</p> <p>To institute the Clifton Creek’s’ “Getting Connected” innovation with other schools in the area.</p> <p>To seek to broaden the social network of friends Clifton Creek students have beyond this school.</p> <p>To develop a program of transition that involves the support of the secondary college and visits of its students to primary school</p> <p>Actively involve the cluster in transition program.</p>

**SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER**

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Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>Improved student learning:</p> <p>Maths Further develop our professional learning climate specifically in the area of effective maths teaching and learning. Collegiate sharing of ideas and successes.</p> <p>/Spelling Whole School approach to teaching Spelling. Collegiate discussions as they approach the same topics. Increase teacher's phonological awareness and knowledge (as they learn 'with' their students.)</p> <p>N.B Our areas of focus over the next four years are Spelling and Maths- this plan is merely a guide. At the end of each year, the staff and principal will assess the needs for the following year which will incorporate relevant p.d, in servicing etc and will be 'child driven'.</p>	Years 1-4	<ul style="list-style-type: none"> <li>▪ Induction of new staff- The 7 HRLTPs (John Munro)</li> <li>▪ <b>Maths:</b> Continue to use the Mathletics program in the senior school.</li> <li>▪ Continue to run Tuckshop-grade 5 and Friday Fang-Grade 6 that engages the children in 'real life maths' learning opportunities.</li> <li>▪ Continue with the Earn and Learn program across the school.</li> <li>▪ Maths Land-points gathered towards whole class reward.</li> <li>▪</li> <li>▪</li> <li>▪ <b>Spelling:</b> Purchase of the Sound Waves program to implement across the school</li> <li>▪ Improve teacher knowledge.</li> <li>▪ Change student and staff perceptions of 'spelling' as being something which is 'too big' to something which is manageable and exciting</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children who are 'excited' by Maths.</li> <li>▪ Change in attitude of teachers towards the teaching of Maths.</li> <li>▪ Teachers actively and regularly sharing ideas and building on group knowledge in the understanding of teaching Spelling and Maths.</li> <li>▪ Spelling: Continue to emphasis individual levels within the classroom as students can all work with the same phonemes/graphemes, but with different complexities of words.</li> <li>▪ Use baseline testing of students (S.A Spelling Test, Reading Freedom test and look at how individual students 'process' spelling-Use this data to drive teaching and learning.</li> </ul>
	Years 2-3	<ul style="list-style-type: none"> <li>▪ Consolidate teacher learning of phonemes, graphemes, strategies for learning and remembering spelling patterns.</li> <li>▪ Students and teachers articulate strategies which work for them.</li> <li>▪ Analyse the effectiveness of the Sound Waves program through formal testing and reflections by teachers.</li> <li>▪ Continue to use the 7 HRLTPs and ensure these are incorporated in all areas of the curriculum.</li> <li>▪ Targeted P.D in the areas of spelling and maths</li> </ul>	<ul style="list-style-type: none"> <li>▪ Atomization of HRLT Strategies by students in 3-6 class.</li> <li>▪ Improved student outcomes in Spelling. Naplan data shows value adding- this data also supported by formal data collected by teachers.</li> </ul>

		<ul style="list-style-type: none"><li>▪ based on staff feedback.</li><li>▪ By the end of year 4 we hope to withdraw from dependence on commercial spelling programme, because teacher knowledge is so strong that patterns are fully understood and are an integral part of all incidentals teaching-not just within literacy, but all subject areas.</li></ul>	
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<p><b>Student Engagement and Wellbeing:</b></p> <p>Monitor student data and feedback to ensure the needs of the students are being met.</p> <p>Continue to develop and foster our strong Mates Program to ensure all students feel they belong and have a sense of connectedness.</p>	<p>Years 1-4</p>	<ul style="list-style-type: none"> <li>▪ Administer the modified POLT survey to all students- analysis of results-whole school approach to areas of need.</li> <li>▪ Continue with Secret Boys Business.</li> <li>▪ Development of An Environmental Club to support our Waste Wise practises.</li> <li>▪ Reestablishment of Junior School Council</li> <li>▪ Continuation of Mates program.</li> <li>▪ Brekkie Club-Run by grade 4</li> <li>▪ Tuckshop-Run by grade 5</li> <li>▪ Friday Fang-Run by grade 6</li> <li>▪ Continue to foster connections with other small schools. i.e. Scrabble tournament-Lind.Sth and Meerlieu</li> <li>▪ Participation in Young Leaders Program with Cluster Schools</li> <li>▪ Participation in Joining the Chorus</li> <li>▪ Friday Wishes</li> <li>▪ Mini fete-Run by the kids, for the kids.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved student connectedness results.</li> <li>▪ Improved social networks.</li> <li>▪ Happy and engaged boys.</li> <li>▪ Whole school camp</li> <li>▪ Restorative Practise when dealing with conflict.</li> <li>▪ Student Motivation variable shows value adding.</li> <li>▪</li> </ul>

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