

## School Profile

<p><b>Purpose</b></p>	<p><b>Mission:</b> To inspire and educate all students to achieve their potential.</p> <p><b>Vision:</b> Students are highly engaged learners in a safe, stimulating environment. Our school community lives the school values while working together for continuous improvement.</p>
<p><b>Values</b></p>	<p>Care Respect Integrity Cooperation</p>
<p><b>Motto</b></p>	<p>‘We care what we do’</p>
<p><b>Environmental Context</b></p>	<p><b>Social – community and demographics</b></p> <ul style="list-style-type: none"> <li>• Located in a changing demographic as a result of a range of social factors</li> <li>• 40% of families receive EMA</li> <li>• Significant number of students are from single parent families</li> <li>• Unit / townhouse development in the area has increased</li> <li>• The school has a steadily increasing enrolment that places increasing pressure on its facilities and resources.</li> <li>• An enrolment ceiling is proposed for 2009</li> <li>• School staff are professional</li> <li>• The age / experience profile of staff has changed significantly in the last few years as staff movement / retirement has permitted the employment of additional graduate teachers.</li> <li>• Parents are engaged in school activities and class room programs</li> </ul>

**Educational**

- The introduction and full implementation of the Victorian Essential Learning Standards (VELS)
- New assessment and reporting strategies accompanying the implementation of Vic Quick reports
- The school will seek accreditation in Performance and Development Culture in 2008
- An integrated curriculum approach to teaching and learning is implemented
- A Start Up Learning Program is implemented at the beginning of each year and revisited consistently. Teachers and students work together to develop a successful learning environment
- The majority of teaching / learning time is focussed on the development of skills and understandings in English and Mathematics
- Specialist teaching offered aims to deliver a balanced program over seven years

**Technological**

- The school maintains a high computer / student ratio
- All eligible staff have lap top computers
- The school is working towards a new eLearning Plan
- All class rooms have access to a minimum of three computers
- The computer laboratory has sixteen of the latest Apple computers
- New class room technologies are becoming available eg interactive whiteboards

**Environmental – grounds and facilities**

- All rooms are well equipped, freshly furnished and conducive to effective learning
- All teaching / learning spaces are heated and air-conditioned
- A range of play spaces and facilities are available for student use
- The grounds are well maintained and attractive
- Areas of concern include the age of the buildings, size of classrooms, the high cost of maintenance and distance between buildings
- Increased number of students is impacting on teaching and playing spaces
- The school is engaged in environmentally sustainable practices

## Strategic Intent

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<b>Student Learning</b>	To achieve continuous improvement in student learning particularly English and mathematics across the school	<ul style="list-style-type: none"> <li>By 2011 more than 95% of deemed capable students in years 2 – 6 are rated at A, B or C levels in English and Mathematics</li> <li>By 2011 all year 2 – 6 students deemed capable will demonstrate progress of at least one VELS unit in every two year period</li> </ul>	<ul style="list-style-type: none"> <li>Develop processes and practices in monitoring and sharing student assessment and related data to inform improvement in curriculum, teaching practice and student learning</li> <li>Create a learning environment characterised by high expectations for student learning</li> </ul>
<b>Student Engagement and Wellbeing</b>	To improve student engagement and connectedness with schooling for all students	<ul style="list-style-type: none"> <li>By 2011 average days absent per student to be below 12 days per year</li> <li>By 2011 to increase the Student Attitude to School Survey mean scores to be in the third quartile (above 50%)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use PoLT , the Student Attitude to School Survey and other available data to identify and enhance connectedness to schools, teachers, peers and community and to inform improvements in student relationships and well being</li> <li>Monitor the implementation of VELS and achievements in the VELS Personal, Physical and Social Learning strand</li> </ul>

<p><b>Student Pathways and Transitions</b></p>	<p>To provide students with life skills that enable them to be well motivated, goal oriented and positive risk-taking learners and achieve on going success and smooth transition throughout their schooling.</p>	<ul style="list-style-type: none"> <li>• To increase the rate of response by parents to the items in the Parent Opinion Survey relating to transition, to 90% by 2011.</li> <li>• To improve the student motivation mean score in the Student Attitude to School Survey to be above the 50<sup>th</sup> percentile by 2011.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve communication - Provision of additional information to school community and increased use of a range of information gathering processes eg. community focus groups</li> <li>• Provide opportunities for teachers to work more closely with teachers in other areas of the school eg. shadow each other within the school.</li> </ul>
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