

## Ultima Primary School 3426 Strategic Plan 2018 2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Sandi Spittal 19 <sup>th</sup> Feb 2018 [date]	.....[name]..... [date]	.....[name]..... [date]
School Council : Kim Innes 19 <sup>th</sup> Feb 2018	.....[name]..... [date]	.....[name]..... [date]
Secretary: ..... [name] [date]	.....[name]..... [date]	.....[name]..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Ultima PS, the child is at the centre and purpose of all that we do. All teachers work to provide a teaching pedagogy reflective of 21st Century designs including ICT rich environments and personalised learning for all students.</p> <p>Teachers and students will work collaboratively in Learning Communities, to create flexible teaching options to cater for the individual needs of all students.</p> <p>All teachers will commit to having shared responsibility of the academic success and general wellbeing of all students within the Learning Community.</p>	<p>It is the mission of Ultima PS to provide our students with excellence in Teaching and Learning and to ensure that all students experience success. Through community connectedness, students develop a love of learning allowing them to become self-motivated, curious and tolerant citizens. Ultima Primary School core beliefs that we base our work on are:</p> <ul style="list-style-type: none"> <li>• Respect: For ourselves and others – caring for, understanding, accepting and appreciating ourselves and others</li> <li>• Responsibility: Demonstrating ownership for our actions and words. Being accountable for our actions</li> <li>• Integrity: Being honest, sincere and trustworthy</li> <li>• Resilience: Bouncing back from difficulties and disappointments. Accepting challenges, working hard and not giving up easily.</li> </ul> <p>Ultima Primary School is committed to maximising the educational opportunities for all students with staff professional development playing a vital role in achieving this. The school also supports an open-door policy with regular participation and communication between teachers and parents to achieve continuous improvement.</p>	<p>Ultima Primary School, established in 1902, is in a dry land farming area, 32 kilometers west of Swan Hill and approximately Three hundred and Fifty kilometres northwest of Melbourne. The town is the focal point for the local rural community.</p> <p>Enrolments at the commencement 2017 were six students, with enrolments at midyear reduced to five students. The staff work to plan collaboratively and providing critical support to each other. Staffing of the school was one full-time teaching principal, one teacher along with a part-time Business Manager. The school is supported by a local Mobile Resource Centre which visits each fortnight.</p> <p>Students work on self-directed tasks, at their own pace with teaching directed at the point of need for each student. A major focus of the school is the use of ICT in the classroom. The school is adopting a twenty-first century philosophy for digital learning of 'anywhere, anytime learning'. Senior students have been provided with their own device that can be utilised at school and supported with an online learning environment. Students have access to digital learning devices, such as digital cameras, with access to iPads to further support classroom learning.</p> <p>Buildings include two dual purpose classrooms and offices, specialist rooms for cooking, art and science and an outdoor covered basketball court. The grounds are well maintained through parental support and involvement.</p>	<p><b>FISO Focus: Excellence in Teaching and Learning</b> Excellence in Teaching and Learning; Community Engagement in Learning</p> <p><b>Goal One</b> <b>Intention:</b> To maximize student outcomes in all areas of curriculum, with a focus on Literacy and Numeracy</p> <p><b>Rationale:</b> Improved learning outcomes, including enhanced skills, ability to learn, confidence and curiosity occur when:</p> <ul style="list-style-type: none"> <li>• there are agreed and consistent teaching protocols in place</li> <li>• the pedagogical model is based on sound research, is constantly reviewed and reinforced</li> <li>• planning is thorough and informed by recent data sets including pretests and post tests</li> <li>• learning is personalised and reflects a deep knowledge of the students' capabilities.</li> <li>• teachers constantly seek to improve their own capabilities</li> <li>• learning for all students is more powerful, progressive and precise when learning tasks are purposeful, clearly defined, differentiated and challenging.</li> </ul> <p>when teachers consistently use feedback and data on students' actions and performance, then behaviour becomes more positive, progress accelerates, and curiosity is enhanced.</p> <p><b>Goal Two</b> <b>Intention:</b> To ensure students feel safe, positive and motivated to learn through a culture that promotes competence and confidence in engaging with the local and global community.</p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• When teacher directed instruction becomes more inquiry focused the level of student engagement and achievement increases. This is the foundation stone for high quality teaching and the development of curiosity. A greater emphasis on inquiry leads to improved achievement.</li> <li>• When learning tasks are purposeful, clearly defined, differentiated and challenging, then the more powerful, progressive and precise the learning for all students. Curiosity will be enhanced as students work at a level appropriate to their understanding.</li> <li>• If all members of the school community are aware of the agreed values upon which the school operates and these are constantly reinforced, students will feel safe and secure, valued and able to develop socially and emotionally.</li> </ul>

Commented [PF1]: From DET writing convention guide for school reviewers - preferred spellings of certain words in Australian English, and also words which may not be picked up by your computer's spellchecker. Usually the first cited spelling in the Macquarie Dictionary, fourth edition, is the preferred form

Commented [PF2]: From DET writing convention guide for school reviewers - Numbers between zero and nine should be spelt out while numbers greater than nine should be represented as numerals  
Ordinal numbers – never use suffixes such as 12th or 3rd. Spell the word in full, as in twelfth.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
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To maximize student outcomes in all areas of curriculum, with a focus on Literacy and Numeracy	<p><b>FISO Priority:</b> Excellence in Teaching and Learning</p> <p><b>FISO Initiative(s):</b></p> <ul style="list-style-type: none"> <li>• Building practice excellence</li> <li>• Curriculum planning and assessment</li> <li>• Evidence-based high impact teaching strategies</li> <li>• Evaluating impact on learning</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain and further develop effective team planning and build teacher collective efficacy in using high impact, evidence-based strategies.</li> <li>• Consolidate and embed the consistent approach to teaching Literacy and Numeracy, with effective development of all staff.</li> <li>• Build teacher capacity to explicitly teach, assess and moderate writing and spelling.</li> <li>• Improve teacher moderation to inform teacher judgements.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Attitudes to Schooling Survey (SATS) Teaching &amp; Learning variable (Years 4-6) remain above 90<sup>th</sup> percentile</li> <li>• 100% of students achieve medium or high growth annually for grade 5 literacy &amp; numeracy</li> <li>• Students maintain or exceed expected learning gain of one Victorian Curriculum Level each school year.</li> </ul>
To ensure students feel safe, positive and motivated to learn through a culture that promotes competence and confidence in engaging with the local and global community.	<p><b>FISO Priority:</b> Positive climate for learning</p> <p><b>FISO Initiative(s):</b></p> <ul style="list-style-type: none"> <li>• Empowering students and building school pride</li> <li>• Setting expectations and promoting inclusion</li> <li>• Health and wellbeing</li> <li>• Intellectual engagement and self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Build and extend networks with local and global schools, agencies and service providers.</li> <li>• Continue to provide for the social and emotional needs of the students and to build resilience.</li> <li>• Promote authentic student voice to increase academic achievement and engagement and to further student involvement in the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Student Attitudes to Schooling Survey (SATS) remain above the 90<sup>th</sup> percentile for; <ul style="list-style-type: none"> <li>• the Advocate at school factor (Student Safety domain)</li> <li>• the School Connectedness factor (Social engagement domain)</li> </ul> </li> <li>• To maintain and the improve current levels of attendance of 9 average absence days per year</li> <li>• Parent opinion survey data for Student Cognitive Engagement remains above 75<sup>th</sup> percentile</li> </ul>