



## School Profile

Purpose	<p>Our motto is building health in mind and body. Our purpose is to deliver the very best in student learning in a small school environment.</p>
Values	<p>Zeerust Primary School expects that its students and its teaching-staff, will, be:</p> <p>A. Self-sufficient learners, where they:</p> <ol style="list-style-type: none"> <li>1. Will set realistic and challenging learning goals,</li> <li>2. Are both resilient and authentic, and</li> <li>3. Value effort and celebrate improvement.</li> </ol> <p>B. Civil learners, who:</p> <ol style="list-style-type: none"> <li>4. Focus on issues, not individuals,</li> <li>5. Offer solutions, not blame, and</li> <li>6. Practice kindness, generosity and gratitude.</li> </ol>
Environmental Context	<p>Zeerust Primary School is situated north of Shepparton and has a 2014 enrolment of sixteen students. Students come from the local and wider geographic area.</p> <p>The school is organised with a junior classroom, Foundation to Year 2, for 2.5 days per week with combined Foundation to Year 6 for the remainder of the week. The staffing profile is 1.5 teachers with the junior school teacher working 2.5 days per week. This teacher is locally funded for an additional half-day per week to support the schools Disability and Impairment student. The school has a Student Family Occupation index of 0.38 in 2014 compared to the State Median of 0.51. This has remained fairly consistent over the last five-year period.</p> <p>The low cohort size must be considered when reviewing any data as this will affect the way data is interpreted. The school collects multiple sources of student performance data when assessing learning and making plans.</p> <p>As at 2014 the school utilises the mobile Art and Library services and provides Japanese for its students on a weekly basis. The school is neatly presented and well resourced. Large shade areas provide sheltered areas for students in the summer</p>

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	<p>months. The school is well provided with digital technology.</p> <p>Overall Zeerust Primary School is well placed for the next stage of improvement. The consistency in staffing, the support of the community and the careful management of resources provide a foundation for the successful adoption of recommendations which have been made in the review process and which have the potential to improve student achievement, engagement and wellbeing.</p>
<b>Service Standards</b>	<ol style="list-style-type: none"><li>1. The school guarantees all students access to a broad, balanced and flexible curriculum including skills for self-sufficient learning.</li><li>2. The school guarantees all students access to a social skills agenda that promotes the development of the civil learner.</li></ol>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To ensure our grade six students are prepared for secondary school.	SCHOOL VERSUS STATE Our minimum goal for each student in Literacy and Numeracy is that they continue to be equal to, or better than, the State mean for their year level according to AusVELS State wide data and NAPLAN results.	We will build teacher capacity to identify and teach to each student's point of learning.
		NAPLAN GROWTH While recognising that small school data is notoriously variable, we aim to achieve medium to high growth for the four-year trends in Grade 5 NAPLAN data for all subjects tested.	
Engagement	To enhance student engagement with their learning.	STUDENT ATTITUDE TO SCHOOL The school will aim to be at or above the state median in the following measures: School connectedness, connectedness to peers, student motivation, and learning confidence.	Develop personalized learning for students to stimulate interest, curiosity, and independence.
		PARENT OPINION SURVEY The parent opinion survey covers four areas of interest for the life of this strategic plan: School connectedness, connectedness to peers, student motivation and general satisfaction. The school will aim to be at or above the state median for these measures.	

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Wellbeing	<p>To enhance the wellbeing of all students in the school.</p>	<p><b>STUDENT ATTITUDE TO SCHOOL</b> The school will aim to be at or above the state average in the following measures: student morale, student distress, stimulating learning and student safety.</p> <p><b>PARENT OPINION SURVEY</b> The parent opinion survey covers four areas of interest for the life of this strategic plan and these are: behavior management, classroom behavior, stimulating learning and student safety, The school will aim to be at or above the state median for these measures.</p>	<p>The school will clarify, develop and implement a social skills program in the school.</p>
Productivity	<p>To improve teacher professional learning.</p>	<p><b>FUNDING</b> The professional learning budget will be set at \$3000 pa. and will be expended each year.</p> <p><b>DOCUMENTED RESEARCH</b> All teacher-staff will document one piece of self-study teacher research, relating to student outcomes, each year.</p>	<p>The school will build teacher capacity through self-study research to differentiate teaching and personalize learning to ensure challenge and progress for every student.</p>
	<p>To arrest declining enrolment.</p>	<p><b>SCHOOL ENROLMENT</b> The school aims to reverse the declining trend in this measure over the life of the last strategic plan.</p> <p>The school aims to have a student enrolment of 20 by 2018.</p> <p><b>PARENT PERCEPTION</b> 90% of parents will recommend Zeerust Primary School to their family and friends.</p>	<p>The school will implement a funded marketing strategy to the local community.</p>

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## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
<b>Achievement</b>  We will build teacher capacity to identify and teach to each student's point of learning.	Year 1 Create data collection tools for literacy, as per that created for grammar, to ascertain what needs to be taught and who needs to be taught.	Data collection spreadsheets will be made for reading, writing and speaking and listening.
	Year 2 Create data collection tools for numeracy, as per that created for grammar, to ascertain what needs to be taught and who needs to be taught.	Spreadsheets will be made for number & algebra, measurement & geometry, and statistics & data.
	Year 3 Create data collection tools for other subjects, as per that created for grammar, to ascertain what needs to be taught and who needs to be taught.	Spreadsheets will be made for subjects concerned with thinking systematically and thinking scientifically.
	Year 4 Create data collection tools for other subjects, as per that created for grammar, to ascertain what needs to be taught and who needs to be taught.	Spreadsheets will be made for subjects concerned with thinking aesthetically and situated thinking, scientifically.
We will build teacher capacity to identify and teach to each student's point of learning.	Year 1 Write semester-based individual learning plans for each student at the school.	End of semester reporting will reference student goals identified in the ILPs. New goals set will be based on evidence.
	Year 2 Review and evaluate the efficacy of our process on student learning.	The curriculum committee will minute the discussion about our ILP process.
	Year 3 TBA	TBA
	Year 4 TBA	TBA
<b>Engagement</b> Develop personalized learning for students to stimulate interest, curiosity, and independence.	Year 1 The school will research and implement a new student opinion survey tool, which is equipped to explore and monitor all students' and parents' opinions about engagement-related issues, in	The opinion survey instrument will be in place and benchmark data will be collected and shared via the school newsletter and website.

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		greater depth and over a longer time period. This information will be used to inform decisions related to student engagement.	
	Year 2	Review and respond to the data collected.	This will be minuted by school council.
	Year 3	Review and revise.	This will be minuted by school council.
	Year 4	TBA	TBA
	Year 1	We will establish an evaluation process for students transitioning into Zeerust Primary School. This process is to include acquiring information from the student's previous school or kindergarten.	Audit current process and develop a policy document about transition. Publish the policy on the school website.
	Year 2	Review and revise.	Document any feedback from transitioning students and their family. This will be minuted by the curriculum committee.
	Year 3	TBA	TBA
	Year 4	TBA	TBA
<b>Wellbeing</b> The school will clarify, develop and implement a social skills program in the school.	Year 1	The school will investigate, select and implement a social skills program.	The approach is to be actively promoted and communicated to students, parents and the local community via the website and school newsletter.
	Year 2	The school will review the effectiveness of the program.	The result of the review will be published in the school newsletter and on the school website.

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	Year 3	TBA	TBA
	Year 4	TBA	TBA
<b>Productivity</b> The school will build teacher capacity through self-study research to differentiate teaching and personalize learning to ensure challenge and progress for every student.	Year 1	Implement classroom or school-based self-study teacher-research connected with thinking with language.	Link to the completed study on the school website.
	Year 2	Implement classroom or school-based self-study teacher-research connected with thinking with number.	Link to the completed study on the school website.
	Year 3	Implement classroom or school-based self-study teacher-research connected with situated thinking.	Link to the completed study on the school website.
	Year 4	Implement classroom or school-based self-study teacher-research thinking systematically.	Link to the completed study on the school website.
The school will implement a funded marketing strategy to the local community.	Year 1	Develop a coherent marketing strategy.	A plan will be documented.
	Year 2	Implement the strategy.	Actions will be recorded by the P&F/SC.
	Year 3	Implement the strategy.	Actions will be recorded by the P&F/SC.
	Year 4	Review the effectiveness of the strategy.	TBA.

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