



**FORREST PRIMARY
SCHOOL**
**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: Darryl Harty 21/1/2018[name].....[date][name].....[date]
School council: Andrew Broomfield..... 29/1/2018[name].....[date][name].....[date]
Delegate of the Secretary: Brendan Bush..... / / 2018[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Forrest Primary School and Early Years Centre (Pre-school & Long Day Care), we aim to provide a challenging, engaging and safe environment that supports each student/child to reach their full potential so they acquire the complete set of skills required to become responsible, happy and effective learners in the 21st Century. Forrest Primary School strives to develop a love of learning by providing an effective and engaging learning environment.</p> <p>The school/centre's philosophy is to engage all children, teachers, support staff, and families in working together as a learning community that is dedicated to caring and supporting active participation, positive expectations and outcomes for all. At Forrest Primary School & Early Years Centre we value confidence, getting along, resilience, persistence and being organised.</p>	<p>Forrest Primary School is a small rural school that aims for excellence in learning by</p> <ul style="list-style-type: none"> • Providing educational programs that support the development of the whole child – social, emotional and physical • Encouraging students to achieve their personal best and becoming life-long learners. • Become respectful and responsible citizens – ethically, socially, and environmentally in a global society. • Students building connections and relationships between one another and across all year levels. • Creating a safe and supportive environment with strong links between home, school, the local community and unique bushland setting. • Developing and acquiring knowledge, skills, values and attitudes focusing on our personal best at all times. 	<p>Forrest Primary School and Early Years Centre is situated 35km southeast of Colac in the Otway Ranges. The school has served the rural community for 132 years. The school has a 2017 enrolment of 38 students drawn from the rural areas of Barwon Downs, Gerangamete, Yeodene and the township of Forrest. More than half the students are bussed to school. The Student Family Occupation (SFO) Index is 0.5068. The principal came to the school in 2013 and is assisted by 2.1 teachers and 0.9 education support personnel.</p> <p>The school provides education in all curriculum areas in alignment with Victorian Curriculum using a range of teaching and learning methods. There is an emphasis on Literacy and Numeracy. Specialist visiting teachers deliver Music, and LOTE (Indonesian). Art/Craft and Library are provided by the MACC and MARC mobile services. Learning Technologies are integrated across the curriculum. The core curriculum is supported by the Sporting Schools program, camps and excursions, water watch and community projects.</p> <p>The Colac Area Rural Schools (CARS) and Carlisle River Alvie Forrest Educators (CAFÉ) clusters of small schools enables the staff to undertake professional learning, professional dialogue and collegiality. The Colac Cluster is the base for the development of the Respectful Relationships initiative.</p> <p>The Forrest Early Years Centre contains the Pre-School, Long Day Care, outside School Hours Care and Maternal Health Services all operating from the school/centre complex providing Early Education and Childhood services from birth to Year 6. In the centre, enrolments have increased significantly for 2018 with additional educator employment envisaged.</p>	<p>The school's Review Panel reported identification of unfinished business from the previous strategic plan, assessment of the school's stage on the Framework for Improving Student Outcomes (FISO) continuum, and the review panel discussions confirmed that a key consideration for future endeavours would be to consolidate and build on the solid foundation provided by the work completed in the previous SSP.</p> <p>This would include a focus on improving patterns in learning gain data, in particular writing, by developing greater school wide consistency in whole school approaches in teaching and learning and maintaining high expectations for all students to reach their full potential. Continuing to have a collective ownership of results with discussions around the actions from analysis of data to inform practice was seen to be integral to gaining improved student outcomes. These considerations confirmed and built on the school's 2017 Annual Implementation Plan (AIP) and the extensive work already completed.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Progress
To fully align school practices with FISO to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.	<p>Excellence in Teaching and Learning Building Practice Excellence</p> <p>Community Engagement in Learning Building Communities</p>	<p>The school will:</p> <ul style="list-style-type: none"> • maintain reflective processes and monitoring to annually update the school's self-evaluation against all dimensions within the FISO continuum • continue to utilise the FISO Improvement Cycle to review and plan curriculum • build the capability of teachers to use Evidence-based High Impact Teaching Strategies. 	<p>Completed</p> <p>Implemented</p> <p>Ongoing</p>
To improve student learning outcomes in literacy and numeracy.	<p>Excellence in teaching and learning Evaluating impact on learning</p>	<p>The school will:</p> <ul style="list-style-type: none"> • finalise, document and embed the Writers Workshop and Readers Workshop Models across the whole school. 	<p>Completed</p>

	<p>Evidenced-based high impact teaching strategies Building practice excellence Curriculum planning and assessment</p> <p>Professional Leadership Building leadership teams</p> <p>Instructional and shared leadership</p> <p>Vision, Values and culture</p> <p>Strategic resource management</p>	<ul style="list-style-type: none"> develop and document a guaranteed and viable whole-school Literacy and Numeracy curriculum and approach to teaching and learning for the sequential and logical implementation of the Victorian Curriculum Foundation – 6. investigate and develop an active learning model for transition from concrete to abstract learning in Numeracy in the middle primary years. continue to refine a detailed assessment schedule which includes a broad range of system and school data, defines clear structures around data collection and analysis, uses data to inform future learning and is consistently implemented, closely monitored and regularly reviewed. formalise a Professional Learning Plan to empower staff to lift student achievement through building teacher capacity via sustained quality professional learning. ensure there remains a clear line of sight between the Principal's Performance and Development Plan (PDP), Staff PDP and the SSP and AIP. 	<p>Completed</p> <p>Commenced</p> <p>Implemented</p> <p>Implemented</p> <p>Implemented</p>
To extend the school's capacity to meet future student social, emotional and academic needs.	<p>Positive climate for learning Setting expectations and promoting inclusion</p> <p>Empowering students and building school pride</p> <p>Health and wellbeing</p> <p>Intellectual engagement and self-awareness</p>	<p>The school will:</p> <ul style="list-style-type: none"> develop and implement an action plan to amalgamate existing student welfare and wellbeing programs within the Respectful Relationships (RR) framework. support the RR initiative by ongoing participation in the Community of Practice, upskilling staff for consistent application, and adequate resource provision. continue to monitor behaviour management processes. investigate and implement processes and pedagogies that nurture student voice and agency. continue the promotion of the value of regular attendance and the cumulative impact of absenteeism and tardiness on student achievement, engagement and connectedness to the broader school community. 	<p>Implemented</p> <p>Ongoing with new staff</p> <p>Ongoing Commenced</p> <p>Implemented & ongoing monitoring</p>
To broaden active engagement with the local and broader community.	<p>Community Engagement in learning</p> <p>Building communities</p> <p>Parents and carers as partners</p> <p>Networks with schools, services and agencies</p> <p>Global citizenship</p>	<p>The school will:</p> <ul style="list-style-type: none"> continue to develop professional relationships with cluster and network schools especially in relation to curriculum development and professional learning investigate and implement the most effective strategies and engagement practices to increase community involvement in learning and broader school activities strengthen the school's capacity to build relationships with the broader community by partnering maintain effective transition programs for entering, progressing through and exiting the school. 	<p>Commenced and realigned with new cluster for 2020 & 2021</p> <p>Implemented</p> <p>Implemented and monitoring</p> <p>Commenced</p>