

	<b>STUDENT LEARNING OUTCOMES</b>	<b>STUDENT ENGAGEMENT AND WELLBEING</b>	<b>STUDENT PATHWAYS AND TRANSITIONS</b>
<p><b>GOALS</b> <i>What are our long term aims?</i></p>	<p><i>To improve student achievement in Literacy across all areas of the school.</i></p>	<p><i>To improve school attendance across all year levels.</i></p> <p><i>To improve student engagement with schooling, particularly for students in Years 5 &amp; 6.</i></p>	<p><i>To maintain and improve enrolment numbers from the surrounding area.</i></p> <p><i>To improve student transition and learning opportunities from primary to secondary school.</i></p>
<p><b>TARGETS</b> <i>How will we know if we have achieved our goals?</i></p>	<ul style="list-style-type: none"> <li>• 80% of Year Prep to Two students at or above like school levels in Reading by 2008.</li> <li>• Year 3 and 5 students showing a matched cohort growth of 1 CSF Level by 2008 in Reading and Writing AIM results.</li> </ul>	<ul style="list-style-type: none"> <li>• To reduce student absence days for the year to less than 12 across all year levels by 2008.</li> <li>• To increase Year 5 &amp; 6 results on the connectedness to peers measure in the Students' Attitudes to School survey to above the 75th percentile by 2008.</li> </ul>	<ul style="list-style-type: none"> <li>• To enrol a minimum of three new families to the school each year.</li> </ul>
<p><b>KEY IMPROVEMENT STRATEGIES</b> <i>What steps are we going to take to achieve our goals?</i></p>	<p style="text-align: center;"><b>Student Learning</b></p> <ul style="list-style-type: none"> <li>• Develop timetable to allow for uninterrupted daily 'Literacy Blocks' .</li> <li>• Develop 'Inquiry Units' that assist with the Implementation of the Victorian Essential Learning Standards.</li> <li>• Develop and document an assessment schedule to inform and enhance student learning.</li> <li>• Use of Principles of Learning and Teaching program in all classrooms.</li> </ul> <p style="text-align: center;"><b>Student Engagement and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Establish a student leadership program that encourages student involvement and participation in decision making in regards to the school environment.</li> <li>• Develop an Airly PS website with ongoing contributions from the senior students in the school.</li> </ul> <p style="text-align: center;"><b>Student Pathways and Transition</b></p> <ul style="list-style-type: none"> <li>• Create closer ties with the Airly-Clydebank Hall Committee to promote school to local area.</li> <li>• Develop a comprehensive enrolment package to promote and monitor new and potential enrolments.</li> <li>• Participate in a range of fundraising / social events to increase awareness of Airly PS within the broader community.</li> <li>• Create closer ties with Maffra Secondary College through school involvement in Maffra Innovation and Excellence Cluster.</li> </ul>		

**Purpose**

*To provide a caring and challenging learning environment that equips children with the necessary skills and knowledge to become valued members of the local and global community.*

**Values**

The values which form the basis of the actions of the whole school community are:

**Integrity** in all of our actions.

**Trust** in our own decisions and in our peers.

**Respect** for each other and our environment.

**Responsibility** for our actions and their implications on others.

**Professionalism** and pride in the choices we make.

**Co-operation** when working with others.

**Self Esteem** in having confidence and not risking failure.

**Environmental Context Analysis**

*School Context*

**Social - Community and Demographics**

- High percentage of students travel greater than 10 km to school .
- High percentage of families receive Educational Maintenance Allowance ( EMA ) .
- Currently school doesn't charge any school fees.

**Environmental - Grounds and Facilities**

- All rooms are well equipped and conducive to effective learning.
- Limited storage space for general sporting and maintenance equipment.
- Large gum trees around perimeter of school identified as potential hazards.
- Ageing playground equipment with limited shade areas.

**Educational**

- Introduction of the Victorian Essential Learning Standards.
- New assessment and reporting arrangements to be implemented.
- School to seek accreditation in performance and development program by 2008.

**Technological**

- Broadband introduced in 2006.
- Classrooms well equipped with a ratio of 1 computer per 3 students.
- Most computers in school are less than 3 years old.

*School Response*

- Investigate and promote car pooling roster to parents.
- Annual review of fee structure and possible holding of school portion of EMA.
- Investigate construction of large shed area to provide more storage options.
- Implement tree replacement cycle over period of 4-5 years.
- Apply for grants to provide for shade sails and new playground equipment.
- Re-develop the curriculum to incorporate curriculum changes using Inquiry Units.
- Design new reports and create assessment schedule across the school.
- Incorporate technology into Inquiry Units including assessment tasks.
- Continue replacement cycle with computers sold to local school community for home use.