The Patch Primary School

At The Patch Primary School our fundamental purpose is to work with our community to provide innovative learning that encourages excellence, strengthens self-belief, supports deep creative thinking, recognizes and accepts diversity, develops compassion, respects the environment and gives all students the choices to fully participate in a sustainable global future. The school has 32 equivalent full time staff, 2 Principal Class, 21 Teachers and 10 Education Support Staff. To ensure that we meet our purpose, we are committed to continuous improvement and achieving excellence in teaching and learning at every level. We have a reputation for academic achievement in Numeracy and English and we also provide quality-learning programs in all other curriculum areas.

We believe that this commitment is strengthened through our diverse curriculum with its strong emphasis on art, environmental education, Japanese and music. To develop our students’ critical and creative thinking along with their ability to articulate this, we provide a philosophy program throughout the school. Our students learn science, humanities and physical education and we offer opportunities to take part in extension programs and activities relating to these areas. We have a very successful Out of School Hours program. We strongly believe that continual improvement and innovation are necessary to ensure that we are meeting the needs of all our students. As we are entering into the first year of our Strategic Plan 2013 – 2016 we look forward to continued progress as we define directions for improved student learning, extend teacher capacity and ensure that literacy and numeracy levels continue to rise and that the needs of all students are met. We hold the belief that as a community we are united by our common desire to provide a learning environment that meets the needs of all students. In recognizing this, all members of our school will respect and value the rights and views of others. The Patch Primary School offers its 275 students an attractive, safe and stimulating learning environment.

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<th>Student Learning</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
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<td>Results show that we are performing in the middle 60% band of Victorian government primary schools and similar to other schools given the background and characteristics of our students. Teacher assessments of the percentage of students in P-6 with a grade C or above are aligned with the Victorian State median. Data from NAPLAN shows Year 3 Reading and Numeracy results are at a similar or higher level, and Year 5 Reading and Numeracy results are at a similar or lower level, than other schools on adjusted school performance. In 2013 our focus will continue in Spelling, Reading and Number. We have an established sequential spelling framework, focusing on targeted teaching, detailing common sound groupings and word study. We will continue</td>
<td>Student attendance was a major focus in 2012. In 2013 we will continue with an emphasis on punctuality and reducing lateness. Students whose attendance rate falls below 90% are considered at risk. We will ensure that our school community is encouraged to see consistency of school attendance as being important to student learning. The data from the Attitudes to School Survey shows our school’s performance is above the Victorian median. The data shows that students at our school show a high level of connectedness to the school and to their peers and feel positive about themselves. Our school behaviour management plan will be trialled in 2013; work has been done to ensure that our school behaviour management is consistent, positive and clearly understood by all</td>
<td>We are fortunate to have an Early Learning Centre on site, which enables a smooth transition from Kinder to Prep for students and their families. The Buddy system assists the Prep students to assimilate into the school. In 2013 we will continue our Kinder and year 5 buddy system. The Kinder Transition Reports and individual interviews at the commencement of 2013 will provide our school with information that will assist our teachers to meet individual student needs. Our exiting students are enrolled at a range of schools. The Level 4 curriculum emphasizes preparing our students for transition to secondary school throughout the year. Surveys of parents and students indicate that our transition programs are working in an effective way.</td>
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updating our curriculum, continuing our whole school spelling testing and analysis and using the online/demand literacy and numeracy assessments to ensure we continue to perform at a higher standard in Literacy and Numeracy.

All Programs for Students with Disabilities (PSD) students, showed progress at satisfactory or above in achieving their individual goals. The “Quicksmart” Literacy and Mathematics program and Corrective Reading Programs will be utilized in years 4-6 to improve students’ results in Numeracy and Literacy for students identified below the expected level.

For more detailed information regarding our school please visit our website at

www.thepatchps.vic.edu.au

or view our 2012 Annual Report online at http://www.vrqa.vic.gov.au/SReg

members of the school community.

As part of our comprehensive Art, Music, Japanese, Indigenous Education, Philosophy and Environmental Education programs, we provide opportunities to support social competencies, positive self-worth, leadership skills and experience. These are further promoted through our Public Speaking and EarthKeepers in Level 4. We are proud of our school and will continue to seek ways to actively engage, encourage and nurture our students

In 2013 we will develop strategies that aim to minimise anxieties that can occur as students undergo transition to a new grade at the end of the year. At the beginning of the year, Parent Information sessions and newsletters will detail work expectations and guidelines from the new teacher. In 2013 we have provided time to transfer information and will upgrade our systems around student data.

We will continue to work with parents; teachers and students to ensure the needs of all students are clearly articulated.

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