

1373 Whorouly Primary School Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Frances Waterman – 2/1/2017[name] [date][name] [date]
School council: [name] [date][name] [date][name] [date]
Delegate of the Secretary: [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>To continually develop an engaging learning environment that promotes academic success along with social and emotional wellbeing, where all students are supported to reach their full potential to enable them to function effectively in a global community.</p> <p>To ensure that the values and beliefs of our school reflect those of the broader Whorouly Community.</p>	<p>The following values underpin the beliefs of the Whorouly Primary School community and provide the basis for our actions:</p> <p>Learning: Acquiring academic, social, physical and emotional knowledge and skills.</p> <p>Relationships: Developing authentic relationships where mutual respect and support are promoted.</p> <p>Persistence: Cultivating a positive work ethic and managing challenging situations as they arise.</p> <p>Respect: Building respect for self and others, our community and the environment.</p> <p>Teamwork: Working co-operatively with others towards common goals.</p>	<p>Whorouly Primary School is located in the small rural community of Whorouly in the Ovens Valley between Wangaratta and Myrtleford in North Eastern Victoria, about 250 kilometers from Melbourne. Students are drawn from the town itself and a school bus service transports students from the surrounding district. We currently have around thirty students enrolled.</p> <p>Whorouly Primary School has 2.8 classroom teachers with an emphasis on offering very small class sizes. However, this has a direct impact on the achievement and opinion data that is used to measure student outcomes, achievement and some components of well-being.</p> <p>Traditionally we have been able to link data outcomes with individual students and our teaching staff has always addressed any outcomes professionally. Whorouly Primary School provides high levels of personalisation in the delivery of particularly Literacy and Numeracy, as well as school learning and activities in general. All students have Individual Learning Plans linked to academic growth as well as social and emotional goals as required.</p> <p>The school Principal retired at the end of 2013 after 16 years leading Whorouly Primary School. A new substantive Principal was appointed from July, 2014.</p>	<p>It is the intent of our school to maintain happy students, happy parents and happy staff by continuing to invest our energies in developing the capacities of all stakeholders and ensuring that we are actively engaging in a process of improvement.</p> <ul style="list-style-type: none"> • Build the capacity of staff to deliver consistent quality teaching practice. <p>In its self-evaluation the school identified that consistency of curriculum planning and delivery was an area to focus on. The continued improvement to learning would be gained through greater consistency and differentiation of high quality teaching and learning practices. If teachers deliver consistent high quality teaching practice then there will be an improvement in student outcomes.</p> <ul style="list-style-type: none"> • Ensure consistent levels of learning growth for every student in Literacy and Numeracy. <p>The school and the review panel identified student growth in NAPLAN as an area for improvement. By using whole school data to track learning and inform teaching actions, students would be taught at their point of need. The use of scope and sequence teachers would help teachers to identify the next steps for every child. Improving teacher capacity to lift the student outcomes was reliant on building the capacity of all teachers to use and analyse data. If teachers use robust data analysis to inform practice then all students will achieve consistent learning growth.</p> <ul style="list-style-type: none"> • Strengthen the school as a learning community. <p>Ensuring that parents are partners in learning was an identified priority that required further action. A lack of aspiration and support from some families for their children's learning was an area which could be addressed by the school to ensure that every student reaches his or her full potential. If the school strengthens its relationship with families and the community then student outcomes will be enhanced.</p>



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)
Build the capacity of staff to deliver consistent quality teaching practice.	Excellence in teaching and learning. Building practice excellence. Curriculum Planning and Assessment.	Develop an agreed Instructional Model, which addresses individual learning needs. Build Consistent Practice in Curriculum Planning for all Classroom Teachers. Embed classroom observation across and beyond the school. Build capacity of staff to use high impact evidence based teaching strategies.	<ul style="list-style-type: none"> • A minimum of 12 months growth for every student using teacher judgments (according to the Victorian Curriculum) for all domains. • Staff Opinion measure relating to Academic Emphasis to be at or above 80. • All Teaching and Learning measures on SATS to be 4.5 or above.
Ensure consistent levels of learning growth for every student in Literacy and Numeracy.	Excellence in teaching and learning. Evaluating Impact on Learning.	Build teacher capacity to differentiate high quality teaching to maximise progress for every student. Build teacher capacity to analyse data, including analysis of all NAPLAN data. Investigate whole school data collection, including assessment tools to demonstrate student growth.	<ul style="list-style-type: none"> • To attain 100% high or medium relative growth in NAPAN for all domains. • 100% of students reaching school identified reading benchmarks. • A minimum of 12 months growth in EOI for every student.
Strengthen the school as a Learning Community.	Community Engagement in Learning. Parents and carers as partners.	Build community expectations about the value of education. Create opportunities for students to lead family involvement in school activities. Develop family and community expectations matrix. Maintain strong links with the preschool and local secondary schools and community.	<ul style="list-style-type: none"> • Reduce student absence to below 12 days per student per year. • The “Trust In Parents” measure on the Staff Opinion to be at 90% or greater. • 100% return rate for Entry Health Questionnaire. • Demonstrate an increase in family involvement in the school using locally collected data. • All School Climate measures on Parent Opinion Survey to be 6.0 or above.

