

School Strategic Plan 2020-2024

Whorouly Primary School (1373)



Submitted for review by Pauline McPherson (School Principal) on 03 March, 2021 at 05:02 PM
Endorsed by Albert Freijah (Senior Education Improvement Leader) on 12 March, 2021 at 10:24 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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| <p>School vision</p> | <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. To ensure that the values and beliefs of our school reflect those of the broader Whorouly Community.</p> |
| <p>School values</p> | <p>Our mission is to provide a safe and inclusive learning environment for our students to become the best version of themselves socially, emotionally and academically.</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>Context challenges</p> | <p>Victoria. The school has served its local district since 1874.</p> <p>The school's main building combines the façade of an older structure with a modernised addition. Located within this building are the school's general office and principal's office, a teacher resource room and staff facilities, the library and four classroom spaces. A large covered deck was recently added to this building to provide an outdoor eating and learning area. Also located on the school grounds is an Art Shed, a kitchen garden, a large, grassed playing area and adventure playground, and a hard court.</p> <p>The Whorouly Pre-School is adjacent to the school grounds.</p> <p>Current there are 36 students enrolled at the school and enrolments had remained relatively stable during the period since the school's last review.</p> <p>The Student Family Occupation (SFO) category was 0.50 in 2019 and the Student Family Occupation Education (SFOE) index was 0.426 in 2019–20.</p> <p>The staffing profile of Whorouly Primary School includes a teaching principal and two classroom teachers (1.6 full time equivalent – FTE), three part-time Education Support (ES) staff members, and a 0.5 FTE Business Manager. Part-time specialist teachers, along the classroom teachers, deliver Library, Art, Italian, Music and Science programs.</p> <p>The school provides an approved curriculum framework, differentiated to meet student needs and based on the Victorian Curriculum. Two classrooms operate for part of the week (Years F-2 and Years 3-6). At other times during the week, the school offers smaller class groupings of Years F-2, Years 3-4 and Years 5-6.</p> |

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| | <p>Extra-curricular programs include camps, a Kitchen Garden Program, a health and sport participation program, and cluster activities. The school is a base school for the Mobile Area Arts Centre (MACC) van that serves a number of cluster schools. The school works closely with cluster schools to strengthen professional learning opportunities for teachers, and to provide wider social interaction for students. Along with this arrangement, the school engages regularly with the Whorouly Pre-School and Play Group to support transitions for young children.</p> <p>A chaplain offers pastoral care to students, families and staff.</p> <p>A key challenge going forward is to influence high levels of attendance across all cohorts as an essential element in supporting students to make 12 months learning growth.</p> <p>Key challenges for practice improvement include: embedding the use and analysis of data in planning for student learning, embedding the reflection and review elements of the instructional model and strengthening the quality of feedback to maximise the impact on learning growth.</p> <p>Encouraging students to arrive at school ready to learn every day and ensuring our school programs promote happy, healthy, active kids to also maximise learning growth.</p> <p>A further challenge is to continually promote the values and quality education offered at our school to ensure community support and encourage local families to send their children to our school. This will ensure we can maintain our current staffing, specialist programs and class structure.</p> |
| <p>Intent, rationale and focus</p> | <ul style="list-style-type: none"> • To maximise the learning growth of every student in Literacy, with a particular focus on Writing Data sets from Teacher Judgements and NAPLAN indicated below age-expected level results and low learning growth in Reading and Writing. Teachers identified Writing as an area for improvement in their teaching practice and in students' learning. During the period of this strategic plan we will continue to focus on building practice excellence by refining teacher skills to implement the Reader's Workshop and approach to spelling which were implemented in the previous strategic plan. Developing teacher capacity to implement the Writing Workshop, moderate writing samples, set individual writing goals with students and develop consistency in the use of assessment tools to inform planning and differentiate learning for all students. • To maximise the learning growth of every student in Numeracy Data sets indicated that very few students were assessed as achieving above the age-expected level in Number and Algebra and previous professional learning had not as yet had an impact on student achievement levels therefore the teaching and learning in Numeracy should be an area of improvement. We will embed the use of number fluency tasks and assessment tools to inform planning, to set individual numeracy goals and to differentiate learning for all students to achieve learning growth. Embedding the high impact teaching strategies within the instructional model in numeracy and building teachers' capability to develop, implement and analyse rich assessment tasks in |

Numeracy will be the focus of this strategic plan.

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| Goal 1 | To maximise the learning growth of every student in Literacy, with a particular focus on Writing |
| Target 1.1 | <p>By 2024, increase the proportion of students achieving expected growth or above expected growth over a 12-month period (Teacher Judgements – Growth) to:</p> <ul style="list-style-type: none">• 85 percent in Reading, from an average of 59 percent across the school in 2019• 85 percent in Writing, from an average of 71 percent across the school in 2019 |
| Target 1.2 | <p>By 2024, increase the proportion of Year 5 students achieving in the Top Two Bands in NAPLAN Reading and Writing to at least 25 percent, from an average of 11 percent and zero percent respectively across the period of the previous SSP (2017-2019)</p> |
| Target 1.3 | <p>By 2024, increase the positive endorsement in the following AToSS variables to at least 90 percent:</p> <ul style="list-style-type: none">• Student Voice and Agency, from 75 percent in 2019• Learning Confidence, from 71 percent in 2019 |
| Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies | Embed a whole-school, evidence-based approach to the teaching of Writing |

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| Key Improvement Strategy 1.b Curriculum planning and assessment | Build all teachers' capability to collect, analyse and moderate assessments and to use that data in planning for the teaching of Writing |
| Key Improvement Strategy 1.c Building practice excellence | Embed a Professional Learning Community approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback in Literacy |
| Goal 2 | To maximise the learning growth of every student in Numeracy |
| Target 2.1 | By 2024, increase the proportion of students achieving above the age-expected level in Number and Algebra to at least 25 percent, from an average of 16 percent across the period of the previous SSP (2017-2019) |
| Target 2.2 | By 2024, 100 percent of students will be assessed by teachers as achieving the expected learning growth, or more than the expected learning growth within a 12-month period in Number and Algebra |
| Target 2.3 | By 2024, Increase the proportion of Year 5 students achieving in the Top 2 Bands in NAPLAN Numeracy to 25 percent, from an average of zero percent across the period of the previous SSP (2017-2019) |
| Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies | Embed the high impact teaching strategies within the instructional model for Numeracy across the school |
| Key Improvement Strategy 2.b Building practice excellence | Build all teachers' capability to develop, implement and analyse rich assessment tasks in Numeracy |

