

School Strategic Plan for Willaura Primary School 2662 2014-2017

Purpose

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Early Childhood Development.

Legislative context

The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1.) The Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

Effective planning

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These includes:

- Engaging the whole school community in the development process
- Defining the school's vision, purpose and values
- Focusing on a 'desired future' for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes.
- Planning the implementation of each strategy, with clear allocation of resources, roles and responsibilities to the achievement of each step
- Identifying, in the form of milestones and targets, what success will look like when it has been achieved.

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Sue Knight</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Pat Millear</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name Wendy Baker</p> <p>Date.....</p>

School Profile

Purpose	Willaura Primary School's purpose is to provide programs and opportunities for each student to reach their academic, physical, social and emotional potential in a caring and stimulating learning environment so they are fully prepared for the next stage in their education and able to succeed as active and fulfilled members of their community.
Values	<p>We use the Nine Values for Australian Schools as the basis for our values education. We believe these values reflect what it means to be an Australian citizen and a good person, able to make a positive contribution in our school and the wider community both now and in the future. The Nine Values are: Care and Compassion: Doing your Best: Fair Go: Freedom: Honesty and Trustworthiness: Integrity: Respect: Responsibility: Understanding, Tolerance and Inclusion.</p> <p>Our five simple school rules are Be Nice, Be Honest, Be Positive, Be Safe and Be A Learner. These rules were developed by students themselves and provide us with a clear and simple framework to guide behaviour.</p>
Environmental Context	<p>Drafting note: Strategic planning recognises that each school operates within a unique context, shaped by its history, its community and its desired future. Analysis of the school's environmental context answers the question: What are the influences that will impact on our school and the achievement of our goals into the future?</p> <p>In describing the environmental context, schools will consider both the current and future needs of children and young people in the community as well as community expectations, the socio-demographic composition of the community, broader education provision (including early childhood and post-compulsory provision options), facilities and infrastructure, labour market conditions, and government policies and regulations.</p>
	<p>Located in a rural environment to the south of Ararat, our school has been an integral part of the local community for over one hundred years. Enrolments are predicted to sit in the mid-30's, with approximately 4 or 5 new Prep students each year. Over time total enrolments have slowly declined, reflecting the changing demographics of rural Victoria. We have an active and involved parent body and parents are committed to the future of their local school. With retirements and staff movement, we now have a less experienced staffing profile compared to previous years. This provides the opportunity to develop a consistent, whole-school approach to teaching and learning underpinned by shared beliefs about literacy and numeracy in particular. Staff model effort, respect, professionalism and excellence.</p> <p>As a small school we can experience challenges, for example, providing students with specialist instruction. The transition into much larger secondary settings can also be challenging for some students. However there are significant advantages, including our highly</p>

	<p>personalised, caring community environment where children develop lifelong friendships and relationships with students and staff alike and our ability to provide an individualized curriculum to suit the needs of every student. Our school has a wonderful, positive, accepting culture where effort is valued, so ALL students know if they try their best they are a success. Students know they are at school to learn and that learning is valued.</p> <p>Our well-resourced and spacious school is set in large grounds, with ample play equipment, a school oval, basketball court, outdoor seating and vegetable gardens. It is a short walk between our school and our local kindergarten. This enables us to provide a seamless transition into Prep. We have undertaken a number of buildings and grounds projects over the past three years, ensuring our school and grounds look attractive, well-resourced and maintained.</p>
<p>Service Standards</p>	<p>Our school commits itself to:</p> <ul style="list-style-type: none"> - fostering close links with parents and the broader school community through its commitment to open and regular communication - our shared vision and goals - providing all students access to a balanced and flexible curriculum focusing on essential literacy and numeracy skills - providing a safe and stimulating learning environment to ensure all students achieve their full potential. - providing all students with instruction that is adapted to their individual needs, including extension and additional intervention and support where needed.

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To improve all students achievement in literacy and numeracy.</p>	<p>That 80% of students achieve at or above the expected AusVELS level in literacy and numeracy.</p>	<p>Continue to develop and refine whole school curriculum documents, setting out content (based on AusVELS), assessment tools, targets, and teaching and learning strategies to improve student outcomes in literacy and numeracy.</p> <p>Continue to develop a strong and effective Professional Learning Team culture to support teacher learning in literacy and numeracy teaching.</p> <p>Provide students with a challenging and engaging curriculum using quality learning tasks targeted to their individual learning needs.</p> <p>Continue to provide intervention and support programs for students at risk in literacy.</p> <p>Develop intervention and support programs for students at risk in numeracy.</p> <p>Develop extension programs for high achieving students.</p>
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<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To ensure all students are engaged in their learning and connected with the broader community.</p>	<p>That the scores on the annual 'Student Attitude To School' Survey are at or above the following: Student Motivation: 4.80 Stimulating Learning: 4.30 School Connectedness: 4.60</p>	<p>Continue to develop Student Leadership programs: School, House and Bus Captains, and continue to build an active Junior School Council.</p> <p>Hold regular classroom meetings with students identifying issues, proposing solutions and reflecting on aspects of their school such as learning, behaviour, and organisation.</p> <p>Provide opportunities for students set their own learning goals, to receive specific feedback on their learning and also to give feedback to teachers on effective teaching and learning strategies.</p> <p>Continue implementation of the Stephanie Alexander Kitchen Garden Program, linking the program to the broader curriculum.</p>
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To ensure students experience optimal health, safety and wellbeing.</p>	<p>That the scores on the annual Student Attitude To School Survey meet the following: Student Safety: 4.40 Student Distress: 5.90 Student Morale:5.60</p> <p>That the scores on the annual Parent Opinion Survey meet the following: Student Safety: 5.30</p>	<p>Develop school communities knowledge of social competencies such as resilience, self-confidence and self-esteem.</p> <p>Develop school communities knowledge of social issues including bullying and cyber-bullying by building a shared understanding of definitions, appropriate responses, and strategies to reduce likelihood and impact of these.</p> <p>Develop a series of age appropriate</p>

			<p>surveys to identify, track and measure social issues and enable appropriate and timely teacher responses.</p> <p>Implement a formal social skills program for all students.</p>
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To ensure that our school uses and develops its human resources to support improved student outcomes.</p>	<p>That all staff develop the capacity to implement high quality teaching and learning programs through participation in effective Professional Learning Teams.</p>	<p>Continue to develop a strong and effective Professional Learning Team culture, with meetings including professional reading, collection and examination of student data, teaching observations, joint planning and ongoing development and revision of curriculum documents including shared AusVELS planners and lesson templates.</p> <p>Provide opportunities for staff to work with teachers at the same Year level from other local schools.</p> <p>Link staff professional learning to student learning needs identified by data analysis at PLT meetings.</p>

School Strategic Plan 2014- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.			
Key Improvement Strategies		Actions	Achievement Milestone
		<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
Achievement	Year 1	<ul style="list-style-type: none"> • Continue to implement and refine shared Term planners for literacy and numeracy. • Continue to implement and refine Assessment Schedules for Literacy and Numeracy using quality, up-to-date assessments (e.g. PROBE, Pat and On Demand tests, Observation Survey, Oxford Pre and Post-Unit Numeracy Tests and Oxford Reading Benchmarking). • Peer Observations and joint lesson planning used to develop a shared understanding of quality learning tasks to maximize student learning • Develop shared understanding of agreed pedagogical framework such as PoLT to maximize student learning. • Regular PLT meetings to include professional reading, collection and 	<ul style="list-style-type: none"> • Curriculum documents developed, shared and implemented by all staff. • Data collection according to Assessment Schedule up-to-date in shared location. • PLT minutes documenting teacher learning (Peer Observations, pedagogy, quality learning tasks)

		<p>examination of student data, teaching observations, joint planning and ongoing development and revision of curriculum documents including shared AusVELS planners and lesson templates.</p> <ul style="list-style-type: none"> • Provide Individual Learning Plans for all students in Literacy and Numeracy identifying goals, measureable targets, and teaching and learning approaches for improved outcomes. • Develop whole school approach to teaching spelling, grammar and punctuation and writing. 	<ul style="list-style-type: none"> • ILP's for all students, outlining support/intervention and extension where appropriate. • Whole school writing planning, assessment and teaching documents.
	Year 2	<ul style="list-style-type: none"> • Shared PLT leadership roles to develop teacher leadership capacity. • Ongoing implementation of the above (curriculum plans, Peer Observations, study of pedagogy, ILP's with intervention/extension) • Ongoing data analysis to determine curriculum areas requiring additional focus. • Investigate use of ICT to support student learning and engagement. 	<ul style="list-style-type: none"> • Achievement milestones as above. Evidence of teacher learning, data collection/analysis, whole-school curriculum documents all evidenced in PLT minutes
	Year 3	<ul style="list-style-type: none"> • Continue to develop PLT leadership capacity in all staff, allocating leadership roles to new staff as appropriate. • Ongoing implementation of the above (curriculum plans, Peer Observations, 	<ul style="list-style-type: none"> • Achievement milestones as above. Evidence of teacher learning, data collection/analysis, whole-school curriculum documents all evidenced in PLT minutes

		<p>study of pedagogy, ILP's with intervention/extension)</p> <ul style="list-style-type: none"> • Ongoing data analysis to determine curriculum areas requiring additional focus. 	
	Year 4	<ul style="list-style-type: none"> • Continue to develop PLT leadership capacity in all staff, allocating leadership roles to new staff as appropriate. • Ongoing implementation of the above (curriculum plans, Peer Observations, study of pedagogy, ILP's with intervention/extension) • Ongoing data analysis to determine curriculum areas requiring additional focus. 	<ul style="list-style-type: none"> • Achievement milestones as above. Evidence of teacher learning, data collection/analysis, whole-school curriculum documents all evidenced in PLT minutes
Engagement	Year 1	<ul style="list-style-type: none"> • Weekly Junior School Council meetings with rotating membership to develop student leadership capacity • Process for student goal setting established and documented. • Process for regular classroom meetings established and documented. • Write Curriculum Documents linking Stephanie Alexander Kitchen Garden Program to the formal school curriculum. • Monitor Student Attitudes to School Survey and Parent Opinion Survey and respond to any trends identified. 	<ul style="list-style-type: none"> • Junior School Council minutes documenting structure of meetings, discussions, activities. • Student goal setting a regular part of classroom routine. • Classroom meetings held and minuted, with students identifying issues, proposing solutions and reflecting on aspects of their school such as learning, behaviour, and organisation. • Written Curriculum Documents for Stephanie Alexander Kitchen Garden Program

	Year 2	<ul style="list-style-type: none"> • Evaluate Junior School Council process, refine as necessary in response to student need. • Develop and document targeted teaching program of leadership skills. • Process for more regular communication to parents of student learning and student goals investigated. • Evaluate Classroom Meeting process, refine as necessary in response to student need. • Continue to develop and refine SAKG Curriculum Documents. • Monitor Student Attitudes to School Survey and Parent Opinion Survey and respond to any trends identified. 	<ul style="list-style-type: none"> • Junior School Council minutes documenting structure of meetings, discussions, activities. • Student goal setting a regular part of classroom routine. • Classroom meetings held and minuted, with students identifying issues, proposing solutions and reflecting on aspects of their school such as learning, behaviour, and organisation. • Written Curriculum Documents for Stephanie Alexander Kitchen Garden Program
	Year 3	<ul style="list-style-type: none"> • Process for more regular communication to parents of student learning and student goals implemented. • Analyse approaches to student leadership, Junior School Council, classroom meetings and Stephanie Alexander Kitchen Garden Program to determine areas requiring additional focus. • Monitor Student Attitudes to School 	<ul style="list-style-type: none"> ▪ Process for regular communication to parents of student learning goals and achievement documented. ▪ Achievement milestones as above.

		Survey and Parent Opinion Survey and respond to any trends identified.	
	Year 4	<ul style="list-style-type: none"> ▪ Analyse approaches to parent reporting/communication, student leadership, Junior School Council, classroom meetings and Stephanie Alexander Kitchen Garden Program to determine areas requiring additional focus. ▪ Monitor Student Attitudes to School Survey and Parent Opinion Survey and respond to any trends identified. 	<ul style="list-style-type: none"> ▪ Achievement milestones as above.
Wellbeing	Year 1	<ul style="list-style-type: none"> ▪ Develop and offer series of information sessions for parents, covering social issues such as bullying, cyber safety, positive social behaviours and ways to build social competencies such as resilience. Communication also via school newsletter, website, information sheets from published resources (e.g. Parenting Victoria). ▪ Develop and implement age appropriate surveys to identify, track and measure social issues and enable appropriate and timely teacher responses ▪ Implement a formal social skills program for all students. ▪ Monitor Student Attitudes to School 	<ul style="list-style-type: none"> ▪ Social Skills information sessions developed and implemented. ▪ Student surveys developed and implemented. ▪ Formal student social skills program implemented (e.g. Skills Streaming, Kidsmatter).

		Survey and Parent Opinion Survey and respond to any trends identified.	
	Year 2	<ul style="list-style-type: none"> ▪ Refine bullying and social skills information sessions and re-offer to parents. ▪ Refine student social skills surveys and continue to implement. Respond to any issues raised. ▪ Monitor impact of social skills program. Adapt as necessary in response to student need and results on surveys. ▪ Monitor Student Attitudes to School Survey and Parent Opinion Survey and respond to any trends identified. 	<ul style="list-style-type: none"> ▪ As above.
	Year 3	<ul style="list-style-type: none"> ▪ Refine bullying and social skills information sessions and re-offer to parents if required. ▪ Refine student social skills surveys and continue to implement. Respond to any issues raised. ▪ Monitor impact of social skills program. Adapt as necessary in response to student need and results on surveys. ▪ Monitor Student Attitudes to School Survey and Parent Opinion Survey and respond to any trends identified. 	<ul style="list-style-type: none"> ▪ As above

	Year 4	<ul style="list-style-type: none"> As above – ongoing monitoring of all programs and Student Attitudes to School Survey and Parent Opinion Survey and respond to any trends identified. 	<ul style="list-style-type: none">
Productivity	Year 1	<ul style="list-style-type: none"> Staff PD plans linked to school curriculum focus Joint PLT meetings with staff from other local schools planned and implemented School PLT meetings based on student learning needs identified in student data to include professional reading, collection and examination of student data, teaching observations, joint planning and ongoing development and revision of curriculum documents including shared AusVELS planners and lesson templates. 	<ul style="list-style-type: none"> Staff PD plans reflecting goals in Strategic Plan and AIP. PLT minutes documenting teacher learning at joint PLT meetings with other local schools. PLT minutes documenting teaching learning at school meetings.
	Year 2	<ul style="list-style-type: none"> Continue implementation of above, with teacher learning focus reflecting school curriculum priorities, based on data analysis 	<ul style="list-style-type: none"> As above
	Year 3	<ul style="list-style-type: none"> Continue implementation of above, with teacher learning focus reflecting school curriculum priorities, based on data analysis 	<ul style="list-style-type: none"> As above

	Year 4	<ul style="list-style-type: none">• Continue implementation of above, with teacher learning focus reflecting school curriculum priorities, based on data analysis	<ul style="list-style-type: none">▪ As above