

Woolsthorpe Primary School Strategic Plan 2017-2020

Endorsement Principal: Simon Perry	Re-endorsement (if a Goal, KIS or Target is changed)[name] [date]	Re-endorsement (if a Goal, KIS or Target is changed)[name] [date]
School council: Simon Cuzens[name] [date][name] [date]
Delegate of the Secretary: Tony Fowler[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Woolsthorpe Primary School provides a unique and dynamic learning experience for its learners. We have a history and culture of high expectations, parent involvement and academic excellence.</p> <p>AN EDUCATION WORTH HAVING We believe, an education worth having is built on authentic learning experiences, fun and creativity. Learning is designed where student’s curiosity is harnessed, their talents are valued and most of all formed around genuine relationships with teachers, students and parents.</p> <p>By teaching students how to justify, articulate and record their thinking process, we are encouraging students to value the process of learning, not just the end product or answer. When students can adapt the known to the unknown and transfer learning from one context to another, they are demonstrating their ability to use their knowledge and skills in multiple situations and are therefore beginning to operate as a true lifelong learner.</p> <p>STAFF</p> <ul style="list-style-type: none"> • Are learners, creators, thinkers themselves: first and foremost • Embed deep learning, thinking and questioning in their practice • Are risk takers and learners through collaborative professional learning conversations • Use iPad powerfully to teach creativity, collaboration, design and story <p>STUDENTS</p> <ul style="list-style-type: none"> • Have ownership of their learning • Are given choice, voice and freedom to learn by discovery • Question, wonder, make, build, test, trial, fail, do, act, create, collaborate • Use iPad powerfully to make, create and share learning 	<p>As a school community (team) we strive for a culture of learning and continuous improvement with a focus on innovation and structures for learning from each other.</p> <p>It is our intention to promote our trademark values of Respect, Excellence, Care and Teamwork. Our school is recognised by the local community for its safe and caring environment. We work with families closely to support and build strong relationships.</p>	<p>Our school has a steady enrolment but is a small school in size. We fluctuate between 85 to 100 students each year.</p> <p>Our school is rurally isolated but thinks big in how we innovate and create an education worth having for our current student population. We have a very experienced staff profile that are leaders of learning and take on many leadership roles and responsibilities with the school community.</p> <p>Our new school was built in 2013. It has the latest up to date technology and learning spaces, where teachers work in collaborative teams to personalise learning for all students. iPad technology is embedded into all areas of learning and is strategically used to support learning. All students and staff have iPads to support our learning culture. Our House System, Creative Arts, STEM Specialist, Discovery Learning, Kitchen and Gardening programs are just some of the unique experiences our learners have here at Woolsthorpe.</p> <p>Our Learning Process model is designed to be a simple common language that all learners, both children and adults, can understand and use. Learners can identify and describe which part of the Learning Process they are in and why they are there. Our Learner Traits are important skills, which learners can draw upon when they are in any part of the Learning Process to overcome obstacles and be the best learner that they can be. Knowing what to do when learners don’t know what to do is a valued part of the Learning Process. We aim to equip learners with traits necessary for their school life and real world contexts. Our school values each learner’s passions and aims to develop students’ confidence, knowledge, understanding, appreciation, curiosity and most of all a love of learning.</p> <p>Our school values each learner's passions and aims to develop students' confidence, knowledge, understanding, appreciation, curiosity and most of all a love of learning. Analysis of our school data indicates improvement in the learning with growth over the past two years in related areas of staff, student and parent opinion data. In small schools national testing data from year to year fluctuates, but on average our students achievement and relative growth is above the State and National means in Literacy and Numeracy. Teacher judgment data shows the majority of students are making expected growth (1 year) from year to year in our teacher based judgments. Our early years (P-2) Reading level and comprehension Data is reaching higher than expected targets in the Prep-2 area based on benchmark testing and running record data.</p>	<p>As a school and learning community we strive for a culture of learning and continuous improvement with a focus on innovation and structures for learning from each other. We are always looking to improve in all areas of learning, leadership and operation.</p> <p>Our focused intent in this Strategic Plan Period (2017-2020) is framed in the following Theories of action and Guiding Questions.</p> <p>Theory of Action 1: <i>Improved learning outcomes, including enhanced skills, ability to learn, confidence and curiosity occurs when:</i></p> <ul style="list-style-type: none"> • there are agreed and consistent teaching protocols in place • the pedagogical model is based on sound research and constantly reviewed and reinforced • planning is thorough and informed by recent data sets including pretests and post tests • learning is personalized and reflects a deep knowledge of the students’ capabilities • teachers constantly seek to improve their own professional practices <p>Theory of Action 2: <i>If learning tasks are purposeful, challenging and authentic, then all students will experience increased connectedness and engagement with school.</i></p> <p>Theory of action 3: <i>If all members of the school community are aware of the agreed values upon which the school operates and these are constantly reinforced, students will feel safe and secure, valued and able to develop socially and emotionally.</i></p> <p>Theory of action 4: <i>Achievement of the school’s goals and targets will be enhanced if resources are aligned to the identified priorities.</i></p> <p>Guiding Questions:</p> <p><i>How does the school respond to data in a timely and effective way to ensure all students achieve appropriate learning growth?</i></p> <p><i>How does the school:</i></p> <ul style="list-style-type: none"> • ensure students achieve success and feel valued as members of our community. • build students’ skills and abilities to become creative thinkers and problems solvers. • improve students’ understanding of their local community and an appreciation of the global context in which they live and learn. <p><i>How does the school community build students’ capacity to cope in an increasingly changing world?</i></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)																																												
<p>Achievement: To improve individual learning outcomes for all students with a focus on literacy and numeracy.</p> <p><i>How does the school respond to data in a timely and effective way to ensure all students achieve appropriate learning growth?</i></p>	<p><i>Excellence in teaching and learning</i></p> <p><i>Curriculum planning and assessment</i></p>	<p>Continue to build and strengthen teacher data literacy, including data collection and analysis techniques, with a key focus on student learning growth.</p> <p>Continue to build teacher capacity to embed a whole school data and assessment plan that is used to strengthen teacher planning for targeted teaching.</p> <p>While continuing to improve our school Student Learning Growth Profile (SLGP), build teacher capacity to use assessment data to inform teaching and plan learning at individual student point of need.</p> <p>Develop and implement an agreed and documented whole school approach to the teaching of spelling & G&P.</p> <p>Develop and implement an agreed and documented program with feeder pre-schools to improve school readiness.</p>	<p>Improve NAPLAN relative growth (year 3 to year 5) to at least state means in all areas of literacy and numeracy as per following:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Numeracy</th> <th colspan="2">Writing</th> <th colspan="2">Spelling</th> <th colspan="2">G&P</th> </tr> <tr> <th>Growth</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>27.3%</td> <td>45.5%</td> <td>58.3%</td> <td>0%</td> <td>38.5%</td> <td>15.4%</td> <td>30.8%</td> <td>23.1%</td> <td>38.5%</td> <td>23.1%</td> </tr> <tr> <td>Target</td> <td>25%</td> </tr> </tbody> </table> <p>Based on 2016 School Staff Opinion Survey, maintain all components areas of school climate at 90.0% and above.</p> <p>Using the continua for school improvement (criteria) our school will move from Embedding to Excelling in all areas of Curriculum planning and assessment by 2020.</p>		Reading		Numeracy		Writing		Spelling		G&P		Growth	Low	High	2016	27.3%	45.5%	58.3%	0%	38.5%	15.4%	30.8%	23.1%	38.5%	23.1%	Target	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%								
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Target	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%																																					
<p>Engagement: To maintain/improve student engagement both within the classroom and at a whole school level.</p> <p><i>How does the school:</i></p> <ul style="list-style-type: none"> ensure students achieve success and feel valued as members of our community. build students' skills and abilities to become creative/critical thinkers and problems solvers. improve students' understanding of their local community and an appreciation of the global context in which they live and learn. 	<p><i>Community engagement in learning</i></p> <p><i>Global citizenship</i></p>	<p>Embedded our Learning Process in all areas of learning and teaching by:</p> <ul style="list-style-type: none"> continuing with work to develop high quality learning capabilities rubrics i.e. creativity investigating ways of assessing our learner traits examining the Vic curriculum capacities and assessment recourses resourcing ICT, STEM, Maker Ed projects <p>Enhance the Discovery Learning program through dedicated time allocation, ensuring there is focused alignment with specialist subject areas (Art, Music, STEM), Kitchen Garden, Maker Ed, Money Maths and other Extra Curricula programs.</p> <p>Develop partnerships and links with educational providers, local business and industry, and community based organisations to augment our curriculum program.</p> <p>Build teacher capability to embed deep learning processes associated with the NPDL framework.</p>	<p>To maintain levels of student satisfaction at or above the state mean on the Student Attitude to School Survey as measured by each of the mean factor scores related to Teaching and Learning.</p> <p>Teaching and Learning</p> <ul style="list-style-type: none"> Learning Confidence, 4.48 2016 (State 4.13) Target 4.20 School Connectedness, 4.66 2016 (State 4.36) Target 4.60 Stimulating Learning, 4.70 2016 (State 4.09) Target 4.70 Student Motivation, 4.68 (State 4.55) Target 4.50 Teacher Effectiveness, 4.80 (State 4.38) Target 4.50 Teacher Empathy, 4.77 (State 4.41) Target 4.50 <p>To maintain and improve current levels of attendance.</p> <p>Using the continua for school improvement (criteria) our school will move from Embedding to Excelling in all areas of Global citizenship by 2020.</p>																																												
<p>Wellbeing: Strengthen and improve student and staff health and wellbeing by ensuring there is a proactive learning and teaching approach to health and wellbeing across the school community.</p> <p><i>How does the school community build students' capacity to cope in an increasingly changing world?</i></p>	<p><i>Positive Climate for learning</i></p> <p><i>Health and wellbeing</i></p>	<p>Develop and implement an agreed and documented whole of community approach to build staff and student health and wellbeing.</p> <p>Continue to develop and enhance the student leadership program and build further opportunities for students to contribute to the wellbeing of others i.e. Student Leaders Congress.</p> <p>Maintain and enhance the school's Trademark values/behaviours and learning community culture, with a focus on health and wellbeing.</p> <p>Develop an agreed documented strategic approach to managing the health and wellbeing needs of the school community including identifying risk factors, mapping changes and ensuring clear pathways of support are available for students, staff and parents.</p> <p>Develop and implement an agreed and documented whole school program to increase physical activity of all students.</p>	<p>Based on 2016 Student Attitudes to School Survey, raise/maintain:</p> <p>Student Relationships</p> <ul style="list-style-type: none"> Connectedness to peers, 4.40 2016 (State 4.31) Target 4.50 Student Safety, 4.70 2016 (State 4.35) Target 4.60 <p>Wellbeing</p> <ul style="list-style-type: none"> Student Distress, 6.41 2016 (State 5.91) Target 6.00 Student Morale, 6.11 2016 (State 5.69) Target 6.00 <p>Based on 2016 School Staff Opinion Survey, maintain all components areas of staff safety and wellbeing at 90.0% and above.</p> <p>Based on 2016 School Parent Opinion Survey, raise/maintain:</p> <ul style="list-style-type: none"> Connectedness to Peers 6.15 2016 (State 5.85) Target 5.90 Social Skills 6.17 2016 (State 5.73) Target 5.85 School Connectedness 6.26 2016 (State 5.74) Target 5.95 <p>Using the continua for school improvement (criteria) our school will move from Embedding to Excelling in all areas of Health and wellbeing by 2020.</p>																																												

