

School Strategic Plan for

# Warrenheip Primary School

## Grampians Region

### 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>



## School Profile

Purpose	<p>The school's vision is for the students to become successful learners in an environment that provides the best possible opportunities for learning.</p> <ul style="list-style-type: none"><li>• Achieve high standards in all areas of the curriculum</li><li>• Become creative and adaptable thinkers who are inquisitive and enthusiastic.</li><li>• Be confident, organised learners in a variety of settings, both independent and collaborative.</li><li>• Be skilled &amp; effective communicators.</li><li>• Show care &amp; respect for self, others and their environment.</li><li>• Display optimism and build resilience.</li><li>• Provide a safe and positive learning environment.</li></ul>
Values	<p>To achieve these aims for students, the school will:</p> <ul style="list-style-type: none"><li>• Have high expectations for all students.</li><li>• Provide a secure, caring and stimulating learning environment.</li><li>• Offer an engaging &amp; challenging curriculum that caters for the needs of all learners.</li><li>• Adopt a range of effective and innovative teaching practices.</li><li>• Provide a wide range of contemporary learning resources.</li><li>• Offer a range of programs to enhance student well-being.</li><li>• Continue to build positive partnerships with families and the community.</li></ul>
Environmental Context	<p>The next few years at Warrenheip Primary School are likely to be relatively stable in terms of enrolments, staffing, budget &amp; facilities.</p> <p>Significant issues will include:</p> <ul style="list-style-type: none"><li>• The need to maintain/increase student enrolments.</li><li>• Provide a stable workforce with an emphasis on the employment of experienced teachers.</li><li>• Development and maintenance of a strong resource base.</li><li>• Ensuring that educational programs and provision are responding to SFO needs.</li><li>• Building on the school's intensive literacy/numeracy programs through continual evaluation and resourcing</li><li>• Learning technology resources to be maintained and further embedded into learning practice.</li></ul>

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>To improve student achievement across all areas in Literacy and Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>All students make at least one year's progress in AusVels annually in literacy &amp; numeracy or as indicated in a student's personal Individual Learning Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build the capacity of all leaders and teachers in effective Literacy and Numeracy teaching.</li> <li>Continue to support student engagement and learning through the development of flexible learning spaces and the use of ICT across the school</li> <li>Improve the documentation of curriculum across the school</li> </ul>
<b>Student Engagement and Wellbeing</b>	<ul style="list-style-type: none"> <li>To deepen and strengthen students' sense of connectedness to school and peers and to successfully manage their personalised learning</li> </ul>	<ul style="list-style-type: none"> <li>To improve the variables around <i>Student Safety</i> on the student and parent surveys, with results being at or above the 75<sup>th</sup> percentile over the life of the next School Strategic Plan</li> <li>To further reduce student absences, to be below state mean over the life of the next School Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed practices and procedures for managing student attendance</li> <li>Continue to increase the comprehensive approach to student participation and engagement, increasing involvement of all students</li> <li>Continue to support student engagement and learning through the development of flexible learning spaces and the use of ICT across the school</li> <li>Increase community partnerships</li> </ul>

<p><b>Student Pathways and Transitions</b></p>	<ul style="list-style-type: none"> <li>• To strengthen transitions and learning pathways for all students into, through and beyond the school</li> </ul>	<ul style="list-style-type: none"> <li>• To seek improvement in transitions, 'to/through/beyond' the school and to remain within the 4<sup>th</sup> quartile, according to 'Transitions' in the Parent Opinion Survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Form closer relationships with local kindergartens and secondary schools</li> <li>• Develop further agreed processes and protocols to support successful transitions into, through and beyond the school</li> <li>• Monitor parent and student satisfaction with pre-school, post-school and internal transitions measured by school created surveys and the Parent Opinion Survey</li> </ul>
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## School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><b>Student Learning</b></p> <ul style="list-style-type: none"> <li>• Further develop and implement professional learning opportunities through visits to other schools and models such as action research, that support collaboration and teacher reflection on practice</li> <li>• Assist students to set measureable goals, aligned with aspects of VELs (and in line with the Australian Curriculum as applicable), as much as practicable</li> <li>• Continued and increased moderation of student work to ensure that teacher judgements are consistent across all levels</li> <li>• Further develop and implement a system to track, monitor and evaluate student progress, especially in Spelling</li> <li>• Continue to expand the purposeful use of ICT for teaching and learning</li> <li>• Deepen teaching practice that allows for students to talk about the strategies they have utilised to develop their skills in both Literacy &amp; Numeracy</li> <li>• Analyze and document current curriculum to ensure coherence between year levels and VELs levels (including links to the Australian Curriculum as applicable)</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>▪ Teacher PD – Australian National Curriculum</li> <li>▪ Review assessment/reporting aspects of spelling.</li> <li>▪ Review Student Self Assessment: Literacy/Num in grades 3 – 6.</li> <li>▪ Review current curriculum documentation practice.</li> </ul>	<p>All teaching staff to trial designated aspects of the Australian National Curriculum.</p> <ul style="list-style-type: none"> <li>▪ Create standardised reporting format insertion for spelling.</li> <li>▪ Plan initial student self assessment elements for Literacy &amp; Numeracy.</li> <li>▪ Audit curriculum documentation practice.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Implement Australian National Curriculum</li> <li>▪ Incorporate formal assessment of spelling into reports.</li> <li>▪ Trial student self assessment formats in aspects of literacy &amp; numeracy in grades 3 – 6.</li> <li>▪ Formalise documentation of literacy/numeracy programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incorporate additional elements of the Australian National Curriculum.</li> <li>▪ Spelling component integrated into formal reports to parents.</li> <li>▪ Students in grades 3 – 6 to include self assessment in literacy/numeracy as part of their normal practice.</li> <li>▪ Document core literacy/numeracy programs operating in the school.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Review implementation of National Curriculum.</li> <li>▪ Full implementation of new reporting practice</li> <li>▪ Full implementation of new student self assessment practice.</li> <li>▪ Develop scope/sequence documentation of literacy/numeracy curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ New reporting practice implemented.</li> <li>▪ Student self-assessment/ reporting practice implemented.</li> <li>▪ Scope/sequence documentation in literacy/numeracy completed.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review implementation of Revised Victorian curriculum elements.</li> <li>▪ Incorporate prescribed elements of the 'Revised Victorian Curriculum'.</li> <li>▪ Review formal reporting of spelling.</li> <li>▪ Review student self assessment elements.</li> <li>▪ Review curriculum documentation to ascertain whether it meets student learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initiate implementation of the new elements of the Victorian Curriculum.</li> <li>▪ Review formal reporting of spelling.</li> <li>▪ Review student self assessment in literacy/numeracy.</li> <li>▪ Review curriculum documentation practice.</li> </ul>

<p><b>Student Engagement and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Provide parents with notification of non-attendance at school, for example via text, email or phone call and include information about attendance in newsletters and information booklets</li> <li>• Actively pursue new ICT initiatives as they become available to further enable all students to broaden personal development and social skills</li> <li>• Continue to embed vertical groupings throughout the school via shared studies with students in other classes, the sophisticated use of ICT –and the celebration of student successes.</li> <li>• Analyze parent and student surveys about student safety issues and school effectiveness at least annually – use information from surveys as a tool for discussion and constructive feedback to parents, staff and students</li> <li>• Explore additional ways to increase community partnerships – perhaps through organizations such as CFA, tennis and sporting clubs</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>▪ Bi-term reporting of student attendance to parents.</li> <li>▪ Extend the use of the Ultranet in 'local learning communities'</li> <li>▪ Investigate/trial new learning technologies in literacy &amp; numeracy.</li> <li>▪ Monitor 'student safety' as an element of the parent &amp; student surveys.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parents will receive bi-term student attendance reports.</li> <li>▪ Improve communication with the local community via the Ultranet including gr. 3-6 students.</li> <li>▪ Increased use of learning technology in literacy &amp; numeracy.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Review perceivable impact of new attendance reporting initiative.</li> <li>▪ Trial the extension of 'local learning communities' in the P-2 area.</li> <li>▪ Extension of learning technologies for personalised learning.</li> <li>▪ Trial new student safety initiatives if required.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Audit attendance data and monitor the effectiveness of bi-term reporting.</li> <li>▪ Improve communication with the local community via the Ultranet to include P-2 students.</li> <li>▪ All students to be engaged with learning technology in personal learning.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Adjust attendance reporting as required.</li> <li>▪ Indiscriminate use of learning technologies as part of student learning.</li> <li>▪ Embed student ownership of 'personal safety' in their learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improve student attendance.</li> <li>▪ Extend community partnerships via the Ultranet. Visible use of learning technologies in personal learning.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review attendance reporting processes..</li> <li>▪ Review the use of learning technologies as part of student learning.</li> <li>▪ Review success of student safety initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review student attendance data..</li> <li>▪ Review the use of learning technologies in personal learning.</li> </ul>

<p><b>Student Pathways and Transitions</b></p> <ul style="list-style-type: none"> <li>• Continue with initiatives with Brown Hill Kindergarten and build deeper relationships with York Street Kindergarten and Mt Helen Kindergarten.</li> <li>• Further deepen practices such as information sessions and morning teas for new and prospective parents to the school.</li> <li>• Deepen the practice of building networks with larger schools to assist with staff professional learning and the sharing of resources.</li> <li>• Increase and deepen partnerships and involvement with local secondary schools through open days, school visitations and links with secondary school coordinators.</li> <li>• Monitor parent surveys to ascertain success of transition programs at all levels.</li> <li>• Develop and document a transition and orientation process for all new students who arrive mid-year from other schools.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>▪ Develop opportunities for parent information sessions with local kinders.</li> <li>▪ Develop new network linkages – primary/secondary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greater communication with local kinders.</li> <li>▪ Form new partnerships with other educational providers.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Further develop Network programs – sport, pd, transitions etc.</li> <li>▪ Review parent survey data re transitions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Kinder visits to Warrenheip PS.</li> <li>▪ Develop new network initiatives in sport, pd, transitions etc.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Review transition arrangements with local kinders.</li> <li>▪ Fully implement network programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey new prep parents re transition experiences.</li> <li>▪ Further improve network initiatives.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review success of co-operative arrangements with local kinders.</li> <li>▪ Review local network programs.</li> <li>▪ Review transition programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review transition programs.</li> <li>▪ Review network initiatives.</li> </ul>