

**Warragul Primary School 2104  
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: Rosemary Allica..... Dec, 2016	.....[name] ..... [date]	.....[name] ..... [date]
School council: Chris Hobbs..... Dec, 2016 [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><i>Warragul Primary School provides a supportive and challenging learning environment.</i></p> <p><i>We celebrate success and respect the individual through our High 5 Expectations.</i></p> <p><i>We welcome the active participation of parents and community members in our school.</i></p> <p><i>High 5: Be Safe, Be Fair, Think, Learn and Care!</i></p>	<p>Warragul Primary School values are expressed through the High 5 Expectations which all students, staff and parents are asked to follow at all times:</p> <p>High 5 Expectations: Be Safe, Be Fair, Think, Learn and Care</p>	<p>Warragul Primary School is located in the centre of the large provincial town of Warragul, in West Gippsland. As the first major school built in the West Gippsland area in 1878, WPS highlights a mix of historic architecture with new building design.</p> <p>A distinguishing feature of WPS is the two campuses, an unusual situation for a primary school. The two campus school has an enrolment of approx. 170 students. The Junior Campus has approximately 80 students from Prep to Year 2 and the Senior campus, has approximately 90-students from Year 3 to 6. The campuses are located across a roadway from each other and work together as a whole school with specialist facilities across both campuses accessed by all students and teachers. The Senior Campus main building houses the main administration area, library, 3 classrooms and a large shared learning area. The Junior Campus has a large historic main building housing 3 classrooms, an art room, a music room and some general staff areas. A second building, constructed in 2003 comprises three classrooms and student bathrooms. The grounds of both campuses feature large playing spaces, playground equipment, play areas specifically designed for children and attractive garden areas.</p> <p>Warragul Primary School students come from a range of family backgrounds. The school community members value and support the school in a range of ways including membership of School Council or Parent Club, assistance to attend camps and excursions, helping out with events such as tree plantings, cooking in classrooms, assisting with special activities to attending special events.</p> <p>Warragul Primary School has 11.7 EFT teachers or 14 people (working in 8 classrooms, 3 specialist programs (Art, Music, Physical and Sport Education and Indonesian), student wellbeing, literacy support and Principal Class. Teachers work in Professional Learning Teams (PLTs) and focus strongly on professional development and teaching strategies. The Education Support Staff work in teams based on their area of work i.e. Administration or Integration. The School Leadership team focuses on Strategic Plan implementation and overall school direction and organization.</p>	<p>Our intent is to have every child in our care reach their learning potential and enjoy their learning as individuals. We want every child to be safe, to learn themselves and to think, be fair and care for others.</p> <p>To achieve this intent, we believe every classroom needs to embed consistently high quality teaching through a differentiated teaching and learning model and therefore every student will achieve at their expected level or higher.</p> <p>If teachers engage in regular collaborative professional learning that enhances their pedagogical content knowledge and understanding of how students are learning then consistency of curriculum delivery and effective moderation of teacher judgement of student achievement will occur.</p> <p>If teachers and students work together, and when student voice is heard and respected, then this contributes to building students' confidence, sense of self-efficacy, connectedness and engages them as educational decision-makers.</p> <p>The school council believes that 'Children need to be engaged in education as they will continue to learn throughout their lives. Children need to be adaptable and flexible. Resilience is vital. Children will need to have the ability to plan and problem solve. Focus on the big picture. Feelings of value and belonging in the community are essential.' Concluding that when students feel safe, supported and love coming to school, then their learning levels and confidence continue to be nurtured and grown.</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><b>Student Achievement Goals</b></p> <p>To improve every students' learning growth in Mathematics.</p> <p>To improve every students' learning growth in English with an initial focus on reading.</p>	<p><b>Excellence in teaching and learning:</b></p> <ul style="list-style-type: none"> <li>- Building practice excellence</li> <li>- Curriculum planning and assessment.</li> </ul>	<p><b>Key Improvement Strategy</b> Develop an agreed instructional model which is implemented consistently (for example: learning intention; success criteria; warm up; launch; differentiated exploration: working towards, working at and working above; circulating around groups; reflect and share).</p> <p><b>Key Improvement Strategy</b> Enhance teacher Curriculum knowledge, use of exemplary and innovative teaching practice, and effective use of digital technologies.</p> <p><b>Key Improvement Strategy</b> Strengthen the use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs.</p>	<p><b>Targets</b> All F-6 deemed capable students to make at least one Victorian Curriculum level progress in Mathematics and in English each year.</p> <p>Increase the per cent of students achieving at or exceeding expected levels, above 2016 benchmarks, as demonstrated by triangulated data.</p> <p>The NAPLAN Year 3 to 5 Relative Gain Numeracy measure to show: <b>a maximum</b> of 25 per cent of students making low relative gain and <b>a minimum</b> of 25 percent making high relative gain, by 2020.</p> <p>The NAPLAN Year 3 to 5 Relative Gain Writing measure to show: a spread of student outcomes across High, Medium and Low growth, by 2020.</p> <p>The NAPLAN Year 3 to 5 Relative Gain Reading measure to show an increase in the per cent students making high relative gain and a decrease in the per cent of students making low gain, by 2020.</p>
<p><b>Student Engagement Goal</b></p> <p>To increase students' capacity as active agents in shaping their learning.</p>	<p><b>FISO</b> Community engagement in learning:</p> <p>Building communities</p>	<p><b>Key Improvement Strategy</b> Ensure that students are actively involved in decision making and planning, tracking their progress and reporting achievement of learning goals.</p> <p><b>Key Improvement Strategy</b> Orient students towards their future through real life learning experiences in school community, local and global contexts.</p> <p><b>Key Improvement Strategy</b> Increase parents and carers involvement in their children's learning in school, after school and in local community contexts.</p>	<p><b>Targets</b></p> <p>Student perception of learning confidence, stimulating learning and teacher effectiveness will exceed 2016 benchmarks annually. (Indicator school based F-6 surveys, student focus groups)</p> <p>Parent opinion of student engagement factors will exceed 2016 benchmarks annually. (Indicator Parent Opinion Survey)</p> <p>Average days absent per student are an average of 14 days or less per annum over the duration of the Strategic Plan. <b>Note</b> the aim is to reach a preferred figure of 11 days.</p>
<p><b>Student Wellbeing Goal</b></p> <p>To enhance students' capacity as motivated, confident, resilient and self-regulating learners.</p>	<p><b>FISO</b> Positive climate for learning:</p> <p>Setting expectations and promoting inclusion</p>	<p><b>Key Improvement Strategy</b> Strengthen social and emotional learning approaches to build students' resilience, self-management and awareness, empathy and relationship skills.</p> <p><b>Key Improvement Strategy</b> Apply the effective approaches that scaffold the School Wide Positive Behaviour Framework (WPS High 5) to set high expectations for students as motivated and self-monitoring learners.</p> <p><b>Key Improvement Strategy</b> Foster student and parent awareness of the importance of physical and mental health.</p>	<p><b>Targets</b></p> <p>Student perception of safety, morale, behaviour and connectedness to peers will exceed the 2016 benchmarks annually. (Indicators school based F-6 surveys, student focus groups)</p> <p>Parent opinion of student behaviour factors will exceed 2016 benchmarks annually. (Indicator Parent Opinion Survey)</p> <p>All students will report high resilience. (Indicator Victorian Student Health &amp; Wellbeing Survey)</p>

