



Department of
Education & Training

School Strategic Plan for
Welshpool and District Primary School
5396
2016 - 2019



 **Welshpool and District
Primary School**
Phone 56881460 Fax 56881224
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Endorsements

<p>Endorsement by School Principal</p>	<p>Signed <u>Gabrielle Boyd</u> Name Gabrielle Boyd. Date <u>10/5/16</u></p>
<p>Endorsement by School Council</p>	<p>Signed <u>Christina Doran</u> Name Christina Doran. Date <u>10/5/2016</u> 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..... Name..... Date.....</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.</p>	

School Profile

Purpose	Our School’s purpose is to provide a safe and welcoming environment where all are valued, where through effective teaching students aspire to become lifelong learners and competent participants in their community.
Values	<p>At WDPS we have a culture of high expectations for all, where we strive to achieve our potential through knowledge and understanding of the value of community.</p> <p>Small school, big heart.</p>
Environmental Context	<p>Welshpool and District Primary School is a school formed from the merger of Port Welshpool Primary School and District Primary School. Located centrally between Foster and Yarram in South Gippsland, the school is drawn from the township of Welshpool, the fishing village of Port Welshpool and the surrounding areas of Wonyip, Woorarra, Bingenwarri and Agnes. A significant number of our students travel to school from other parts of the township.</p> <p>The school is strategically placed around a historic building, which houses an administrative building, a library, a computer room, a music room, a craft room, a large multi-purpose hall and a newly constructed shelter shed.</p> <p>2015 saw a number of significant changes to the staffing at Welshpool and District Primary School. An ES staff member commenced family leave at the end of term 1 and a new Principal was appointed in term 2. Welshpool and District PS have 4.08 equivalent full-time staff: 1 Principal class, 3 teaching staff, 1 ES staff member and 1 ES staff member half a day/week. Welshpool and District PS has a teaching Principal.</p> <p>Our enrolments have decreased during the 2011 -2015 period but should plateau for the next few years. Current enrolment is 31 students with 1 student on DSP. The school SFO to date is 0.5. This is similar to previous years. As a school community we are culturally similar.</p> <p>Students enjoy a curriculum that is explicit and teaches fundamental skills in authentic contexts. The Australian Curriculum (AusVELS) incorporates traditional curriculum areas of English, Mathematics, Physical Education, Science, Humanities and Language and develops skills in information and communication technologies, problem solving, critical thinking and communication. Curriculum programs are delivered through specific teaching strategies and programs including Art, Performing Arts and Physical Education. Curriculum enhancing programs include the Junior Red Cross program, Camps, Sporting participation, Bonus Time, Intensive Swimming Program and Mobile Learning.</p> <p>The school and staff value student voice by guiding and supporting decisions made through the Junior Red Cross program and the Junior Red Cross program.</p> <p>The School’s Parents’ Club, which operates as the fund-raising committee of the School, organises a number of activities which promote inclusion and a sense of community within the school. Their significant efforts in fundraising have contributed to the build of a new shelter shed and the purchase of a new computer.</p> <p>The school and its community are actively involved in interesting and challenging activities that provide a rich educational experience. Welshpool and District Primary School sees itself as a friendly and welcoming school.</p>

	rural setting. It is integrally involved in the community on a variety of levels ranging from providing facilities and services.
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Strategic Direction

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

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

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual 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 the strategies for achieving those goals and targets."

Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

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.

Goals

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.

That all students maximise their learning growth

Targets

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.

Within the next 4 years;

Increase the Year 5 NAPLAN numeracy from 75% at level to 100% at or above level

Increase writing growth (NAPLAN) from low to medium growth to medium to high growth for all students

Year	Percentage of Students			Number of Students			Matched Cohort Total
	Low	Medium	High	Low	Medium	High	
School Relative Growth 2013	50.0 %	25.0 %	25.0 %	2	1	1	4

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School Relative Growth 2014	50.0 %	50.0 %		1	1		2
School Relative Growth 2015	25.0 %	75.0 %		1	3		4

Increase the Teaching and Learning mean scores in the Attitudes to School data to at or above state mean

Using the Parent Opinion survey data increase learning focus from 60.3 (2015) to 90 (2019)

	2013	2014	2015
	Percentile	Percentile	Percentile
	School Type - Primary	School Type - Primary	School Type - Primary
School Climate			
School Improvement	42.7	66.5	66.7
Approachability	35.3	68.3	85.1
Teacher Morale	55.9	71.2	68.8
Parent Input	46.9	54.9	79.1
Stimulating Learning	37.1	66.5	69.1
Behaviour Management	15.6	62.3	74.7
Reporting	4.2	29.2	60.0
Learning Focus	33.0	88.1	60.3
Transitions	13.1	33.3	75.1
Extra-Curricula	5.4	62.0	16.0
Homework	5.3	19.1	7.5
General Satisfaction	22.5	72.2	47.7

Actions
 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.

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<p>Year 1</p>	<ul style="list-style-type: none"> ● Use Learning Logs to ensure Learning Intentions and Success Criteria are used by teachers and students and to plan for differentiation ● Develop bank of Common Formative Assessment Tasks. ● Redevelop assessment schedule to compliment newly structured WDPS curriculum and the Victorian Curriculum ● Create Individual Learning Goals for all students. ● Create a shared drive (google drive) to store and access student goals and planning documents ● Introduction and implementation of Compass ● Ensure structures in place to support shared planning, curriculum development and assessment development ● Undertake the High Reliability Schools guaranteed and viable curriculum survey, findings to contribute to AIP 	<p>Establish assess learning</p> <p>Docum succes</p> <p>Individu (collabo</p> <p>Redeve</p> <p>Creatio</p> <p>Compa and us progres</p>
<p>Year 2</p>	<ul style="list-style-type: none"> ● Refinement and continuation of the use of learning logs ● Online learning portfolios of achievement for every student ● Begin to identify and document Guaranteed and Viable Curriculum in all Literacy areas (including assessment) ● Individual learning goals continue to be updated and refined ● Use of Compass as a feedback and reporting tool to parents and students ● Identified areas of need in terms of professional development ● Review planning needs of staff ● Undertake the High Reliability Schools guaranteed and viable curriculum survey 	<p>Online</p> <p>Curricu</p> <p>Learnin</p> <p>Staff pr identifi</p> <p>Compa</p>
<p>Year 3</p>	<ul style="list-style-type: none"> ● Professional Learning team (PLT) structure established for both Numeracy and Literacy ● Refine and extend online learning portfolios ● Continue the use of learning logs, rubrics and thinking tools ● Whole school Literacy and Numeracy tracking ● Undertake the High Reliability Schools guaranteed and viable curriculum survey 	<p>PLT cr</p> <p>Continu learnin</p> <p>Learnin Literac</p>
<p>Year 4</p>	<ul style="list-style-type: none"> ● Begin to document Guaranteed and Viable Curriculum for Numeracy ● Evaluation of Literacy inquiry based learning program ● Whole school assessments/assessment schedule reviewed and refined ● Review the use of the shared drive 	<p>Docum</p> <p>Assess</p>

Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students' motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

Goals

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.

Create opportunities through inquiry learning for students to develop their critical thinking and independence

Targets

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.

By 2019, increase Stimulating Learning in the Student Attitudes to School Data from 3.31 to above state mean (4.14)

			Factor Mean Score		
			2013	2014	2015
	Secondary Order Factor	Factor Name			
School	Student Relationships	Classroom Behaviour	3.67	4.22	3.33
		Connectedness to Peers	4.71	4.67	3.56

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		Student Safety	4.5 1	5.0 0	4.4 0
	Wellbeing	Student Distress	6.1 0	6.0 0	6.1 7
		Student Morale	6.1 1	5.6 6	5.5 5
	Teaching and Learning	Learning Confidence	4.3 2	4.4 6	4.2 5
		School Connectedness	4.7 1	4.5 7	4.4 5
		Stimulating Learning	4.2 9	4.4 6	3.3 1
		Student Motivation	4.7 9	4.8 3	4.3 1
		Teacher Effectiveness	4.4 6	4.8 3	4.2 0
		Teacher Empathy	4.5 9	4.8 6	4.0 7

By 2019 the Parent Opinion Survey will show an improvement Student Motivation from 56.8 to 90.5 and School Connectedness from 37.8 to 90.0

	2013	2014	2015
	Percentile	Percentile	Percentile
	School Type - Primary	School Type - Primary	School Type - Primary
Student Engagement			
Connectedness to Peers	37.7	22.3	46.6
Student Motivation	76.8	90.5	56.8
Social Skills	15.9	29.5	74.0
School Connectedness	56.3	87.9	37.8

Year 1

Actions

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.

- Begin to document an inquiry curriculum that provides a continuum of knowledge, skills and attitudes that will enable students to be creative and critical learners.
- Development of student goal setting and rubrics to support self-assessment.
- Build teacher skills to engage students in genuine inquiry that is differentiated to meet their individual learning needs

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Professional documented Staff and s learning int of the inqui Students w goals

	<ul style="list-style-type: none"> • Use of compass to create online learning portfolios of achievement • Investigate the viability of an inquiry curriculum 	Student cre
Year 2	<ul style="list-style-type: none"> • Continue the use of Compass to track and report student learning growth • Continue to develop, build and refine the PLT process • Review and continue to develop teacher skills to provide genuine inquiry that is differentiated to meet all learning needs • Documentation and refinement of the PLT schedule 	Compass u PLT structu documente Teacher sk
Year 3	<ul style="list-style-type: none"> • Review the use of CILA as a means of building staff capacity • Investigate professional links with South Gippsland Secondary College 	Meaningful and SGSC Researche curriculum
Year 4	<ul style="list-style-type: none"> • Review inquiry approach, differentiation, online portfolios, student goal setting 	Inquiry app Students s goals

Wellbeing

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.

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Goals

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Improving the resiliency and confidence of all students

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Targets

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.

Over the next four year period:

100% of students achieve at the expected level (AusVELS equivalent) for Personal Learning

Reduce Student Distress in the Attitudes to School data from 6.17 (2015) to 5.5 (2019)

Increase student Learning Confidence in the Attitudes to School survey from 4.25 (2015) to 5.25 (2019)

Increase School Connectedness in the Attitudes to School survey from 4.45 (2015) to 5.5 (2019)

			Factor Mean Score		
			2013	2014	2015
	Secondary Order Factor	Factor Name			
School	Student Relationships	Classroom Behaviour	3.67	4.22	3.33
		Connectedness to Peers	4.71	4.67	3.56
		Student Safety	4.51	5.00	4.40
	Wellbeing	Student Distress	6.10	6.00	6.17
		Student Morale	6.11	5.66	5.55
	Teaching and Learning	Learning Confidence	4.32	4.46	4.25
		School Connectedness	4.71	4.57	4.45

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	<table border="1"> <tr> <td>Stimulating Learning</td> <td>4.29</td> <td>4.46</td> <td>3.31</td> </tr> <tr> <td>Student Motivation</td> <td>4.79</td> <td>4.83</td> <td>4.31</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>4.46</td> <td>4.83</td> <td>4.20</td> </tr> <tr> <td>Teacher Empathy</td> <td>4.59</td> <td>4.86</td> <td>4.07</td> </tr> </table>	Stimulating Learning	4.29	4.46	3.31	Student Motivation	4.79	4.83	4.31	Teacher Effectiveness	4.46	4.83	4.20	Teacher Empathy	4.59	4.86	4.07	
Stimulating Learning	4.29	4.46	3.31															
Student Motivation	4.79	4.83	4.31															
Teacher Effectiveness	4.46	4.83	4.20															
Teacher Empathy	4.59	4.86	4.07															
	<p>Attendance to improve from 12.5 (2015) average days absence to 11 (2019)</p>																	
<p>Year 1</p>	<p>Actions 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> <ul style="list-style-type: none"> ● Maintain Primary Welfare Officer ● Complete eSmart accreditation by end 2016 ● Redevelop the Rock and Water Program whole school ● Investigate the viability of Kidsmatter for the end 2016/2017 ● Maintain consistency in staffing ● Primary Welfare coordinator develop survey/data to measure resiliency whole school ● Development and implementation of a social and emotional curriculum 	<p>Success crite Success crite demonstrating changes in p school's mon success crite</p> <p>Primary W</p> <p>Potential st</p> <p>Rock and W</p> <p>Successful</p> <p>All students</p> <p>Time at lea</p> <p>Students p</p> <p>from a doc</p>																
<p>Year 2</p>	<ul style="list-style-type: none"> ● Embed eSmart program throughout all curriculum areas ● Maintain Primary Welfare position ● Rock and Water program documented ● Introduction of the Kidsmatter program and link to Social, Emotional Learning Program 	<p>Staff using areas</p> <p>Primary W</p> <p>Rock and W on staff driv</p> <p>Kidsmatter</p>																
<p>Year 3</p>	<ul style="list-style-type: none"> ● Revise the Bonus time program ● Maintain the Primary Welfare position ● Development and implementation of the Kidsmatter program ● Rock and Water program running 	<p>Staff to doc of resource</p> <p>Kidsmatter</p>																

		Whole sch
Year 4	<ul style="list-style-type: none"> • Maintain Primary Welfare position • Review Rock and Water program • Continue with the implementation of Kidsmatter 	Primary we Whole sch implemente

<h2>Productivity</h2> <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>		<h3>Key improve</h3> <p>Key improve the school w They represe need to occu Key improve take several sustainably. strategies wi Annual Imple</p>
<h3>Goals</h3> <p>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.</p>	<p>Create, sustain and resource structures and processes to support high quality student learning outcomes.</p>	<p>Develop an within and</p> <p>Increase th growth thro collaborativ Kindergarte Inlet Learn</p>

<p>Targets</p> <p>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.</p>	<p>Using the NAPLAN data and teacher judgements 90% of students make 1 years growth in the 2019 academic year in Reading, Writing and Numeracy.</p> <p>Throughout the strategic plan time frame;</p> <p>Ensure program budgets reflect current priorities and future planning</p> <p>Return SRP to surplus</p>	<p>Utilise network learning model curriculum</p> <p>Introduction assess, report students and</p>
	<p>Actions</p> <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>Success criteria</p> <p>Success criteria demonstrating changes in performance school's monitoring success criteria</p>
<p>Year 1</p>	<ul style="list-style-type: none"> ● Build community relationships particularly with the local playgroup and Kindergarten ● Document transition program for incoming Preps ● Review workforce planning 	<p>Calendar of stakeholder</p> <p>New Prep i</p> <p>Early/additional documente</p>
<p>Year 2</p>	<ul style="list-style-type: none"> ● Ensure program budgets reflect school priorities ● Continue to develop community partnerships ● Review workforce planning ● Explore opportunities to build professional capacity through collaborative work within Corner Inlet Learning Alliance (CILA) and South Gippsland Secondary College ● Transition into school program reviewed and documented ● Transition out of school program reviewed and documented 	<p>Staff to refl</p> <p>Strong part the local co</p> <p>Workforce</p> <p>Use of CILA professional</p> <p>Transition p and out of</p>
<p>Year 3</p>	<ul style="list-style-type: none"> ● Ensure program budgets reflect school priorities ● Review workforce planning ● Transition into school program reviewed and documented ● Transition out of school program reviewed and documented 	<p>Budgets re</p> <p>Workforce</p> <p>Transition p and out of</p>
<p>Year 4</p>	<ul style="list-style-type: none"> ● Review workforce planning 	<p>Budgets re</p>

	<ul style="list-style-type: none"> • Ensure program budgets reflect current priorities • Transition into school program reviewed and documented • Transition out of school program reviewed and documented 	<p>Workforce</p> <p>Transition p and out of s</p>
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