

**Wahgunyah Primary School  
Strategic Plan 2016-2019**

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Josh Reid ..... 13/05/2016	.....[name] ..... [date]	.....[name] ..... [date]
School council: Paul Grantham ..... 13/05/2016	.....[name] ..... [date]	.....[name] ..... [date]
Delegate of the Secretary: John Pryor ..... 12/5/2016	.....[name] ..... [date]	.....[name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our vision is to provide and maintain a positive school environment that is supportive of the whole school community. We aim to provide an environment that is encouraging, stimulating and engaging so that every child, regardless of his or her ability or learning style has the opportunity to reach his/her full potential in a positive learning environment. Staff are committed to the development of the 'whole child' and their place in the wider community.</p>	<p>In 2014 the school embraced a new set of school values known as the 'Wahgunyah Way': Be Your Best, Show Respect and Everyone Belongs. This was a precursor to the adoption of a school-wide positive behaviour support initiative, introduced in 2015. In 2013 the school also adopted the Kids Matter Framework as a way to create a positive learning environment, and promote the use of early intervention, especially in the area of child mental health issues.</p>	<p>Wahgunyah Primary School is a small school in rural north-east Victoria, on the NSW border. The town of Wahgunyah is home to an Uncle Toby's factory and many wineries, which make up the major employment industries servicing the town. The first school, on the current site, was built in 1878. In 2011, a new open plan building was completed as part of the BER program and caters for four classrooms, a small library and resource area.</p> <p>Over the period of the last strategic plan the Student Family Occupation (SFO) has risen and is just above the state mean. In 2013 the school received funding to employ a Welfare Officer three days per-week. In 2015 the school supplemented this funding to make this a full-time position to better cater for and support increasing needs for family and student support. This includes linking students and families into external services. The Wahgunyah township has a steadily growing population of approximately 890. Families in the town have a range of education options within short distances of each other. Corowa, a considerably larger town and less than 1 kilometre away (in New South Wales) has two public and one Catholic primary school, while Rutherglen (approximately 8 kilometres away) has one public and one Catholic primary school. The school does not have a bus service, with students walking, riding or transported to school via car. As of term 3, 2015, 27.5 per cent of students reside in Corowa.</p>	<p><b>Excellence in Teaching and Learning: Curriculum planning and assessment - By the end of the Strategic Plan cycle, we expect that our school will have progressed on the continuum towards Excellence:</b> Our teaching teams will follow a whole school curriculum program that develops students' conceptual understanding and skills over time. Teachers will know how to, give targeted feedback and help students evaluate their own progress. Our teaching teams will use assessment evidence to challenge each other about the impact of curriculum plans and content-specific teaching strategies, in continuous cycles of research and review.</p> <p><b>Excellence In Teaching and Learning: Building Practice Excellence - By the end of the Strategic Plan cycle, we expect that our school will have progressed on the continuum towards Excellence:</b> Our teaching teams will use evaluative skills and continually improve their practice through research, mentoring and observation. Our school will systematically incorporate evaluative practices and continuous improvement into position descriptions, performance appraisal, and professional learning strategies. Our school will continually review their impact on students' progress and development, and incorporate findings into school improvement plans.</p> <p><b>Positive Climate for Learning: Health and Wellbeing - By the end of the Strategic Plan cycle, we expect that our school will have progressed on the continuum towards Excellence:</b> Our school will be commitment to the health and wellbeing of all students and school personnel is evident in their curriculum, professional learning, physical spaces and policies. Schools ensure that every student has a strong, positive and secure relationship with a member of the school. The school will engage and partner with community health specialists using assessments and data to plan, evaluate and improve health policies and programs.</p> <p><b>Positive Climate for Learning: Setting Expectations and Promoting Inclusion - By the end of the Strategic Plan cycle, we expect that our school will have progressed on the continuum towards Excellence:</b> The school will have comprehensive processes to monitor the wellbeing of all students. We will have integrated instructional and behavioural programs, to ensure students are engaged, motivated and thriving. The school will minimise disruptive behaviour by actively developing students' social and cognitive skills and providing an inclusive learning environment.</p> <p><b>Community Engagement and Learning: Building communities: By the end of the Strategic Plan Cycle, we expect that our school will have progressed on the continuum towards Excellence:</b> Schools, parents/carers and students plan and share information about students' behaviour, learning and progress. Schools provide parent education and targeted materials that focus on students' effort and persistence. Parents/carers routinely promote the school and celebrate its successes. Our school functions as a community hub, providing physical access and connections. Our school has established networks with partner organisations who share responsibility for, and commit resources to, improving student outcomes. We have collected and shared learning, engagement and wellbeing data to evaluate whether partnerships are having their intended impact.</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)
1. To improve the outcomes for students in literacy and numeracy.	<b>Priority:</b> Excellence in Teaching and Learning <b>Initiative:</b> Curriculum planning and assessment AND Building Practice Excellence	Develop and implement a whole school curriculum that incorporates the Victorian Curriculum.  Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.	1. To improve the percentage of students P – 6 achieving above Victorian Curriculum expected levels (score A or B) above 2014 levels to at least 33% in each of the areas of Mathematics and English by 2019. 2. To improve the Learning Gain results on NAPLAN in both Years 3 and 5 from 2015 levels. 3. Parent opinion data reflects an improvement in 'Stimulating learning' and 'Learning focus'.
2. To provide a supportive and stimulating learning environment that builds student engagement in learning and strengthens student relationships with peers and teachers as they transition through the school.	<b>Priority:</b> Excellence in Teaching and Learning <b>Initiative:</b> Building Practice Excellence	Develop and implement an agreed pedagogical model that ensures the individual learning needs of all students are being met and is consistently implemented by all staff.  Develop personalised learning for students to stimulate interest, curiosity, promote questioning.	1. Staff opinion data demonstrates an improvement in 'Academic emphasis'. 2. Parent opinion data reflects an improvement in 'Stimulating learning' and 'Student motivation'. 3. The school's attendance data will demonstrate a decline in the number of annual absences.
3. To provide a supportive and stimulating learning environment that builds student wellbeing and strengthens student relationships with peers and teachers.	<b>Priority:</b> Positive Climate for Learning <b>Initiative:</b> Health and Wellbeing And Setting Expectations and Promoting Inclusion	The consistent implementation of Wellbeing policies across the school.  Build capacity of students to be resilient, socially responsible and respectful in all their relationships.	1. Student responses to Attitude To School survey results will demonstrate an improvement in 'Classroom Behaviour' and 'Student Safety' each year from 2016-19. 2. Staff opinion data demonstrates an improvement in 'Classroom behaviour' and 'Student safety'. 3. Parent opinion data reflects improvement in 'Student safety' and 'Behaviour management'. 4. School incident records reflect a decline in incidents.
4. To enhance the sustainability of Wahgunyah Primary School	<b>Priority:</b> Community Engagement and Learning <b>Initiative:</b> Building communities	Engage key stakeholders in our school and wider community to develop the perception of the Wahgunyah Primary School as the school of choice.	1. Annual enrolment numbers demonstrate growth each year from 2016-19. 2. Parent opinion data reflects improvement in; school connectedness, general satisfaction and approachability. 3. Positive networks and partnerships within the community are built and sustained

