School Strategic Plan for Woorinen District Primary School
### Endorsements

<table>
<thead>
<tr>
<th>Endorsement by</th>
<th>Signed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Principal</td>
<td>Name: Jodi Walters</td>
</tr>
<tr>
<td></td>
<td>Date: February 10th, 2014</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Endorsement by</th>
<th>Signed:</th>
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<tbody>
<tr>
<td>School Council</td>
<td>Name: Rebecca Carmichael</td>
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<tr>
<td></td>
<td>Date: February 10th, 2014</td>
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<tr>
<td></td>
<td>School Council President’s endorsement represents endorsement of School Strategic Plan by School Council</td>
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<table>
<thead>
<tr>
<th>Endorsement by the</th>
<th>Signed:</th>
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<tbody>
<tr>
<td>delegate of the Secretary</td>
<td>Name:</td>
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<td></td>
<td>Date:</td>
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### Legislative context for endorsement

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.”

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.
## School Profile

<table>
<thead>
<tr>
<th>Purpose</th>
<th>At Woorinen District Primary School we are committed to nurturing a positive and stimulating environment promoting respect, tolerance, pride and ownership within our community that challenges each child to reach their full potential and develop a passion for lifelong learning and future aspirations.</th>
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</thead>
<tbody>
<tr>
<td>Values</td>
<td>The value central to our beliefs at Woorinen District is RESPECT, respect for self, respect for others and respect for the wider community and environment. The following are the underlying values that we believe form the basis of the actions of the school community:</td>
</tr>
</tbody>
</table>
|         |   • Responsibility  
|         |   • Endeavour  
|         |   • Success  
|         |   • Persistence  
|         |   • Enthusiasm  
|         |   • Confidence  
|         |   • Team work and getting along |
| Environmental Context | Woorinen District Primary School is a small rural school located eleven kilometres north of Swan Hill that provides a rural atmosphere with active and involvement from the wider school community. The enrolment for 2014 is 57 students, most of who live in the town or surrounding areas of Woorinen South. There are a number of students who travel from outside the area each day from up to 70km away to access the programs offered by the school. Enrolments show an upward trend.  

Staffing includes a Principal, two full-time and two part-time teaching staff and ESO Integration Aides. A Business Manager works part-time, an IT technician visits weekly, MARC van visits weekly, and a part-time maintenance worker and gardener are also employed by the school. The school receives support from the Visiting Teacher Service to support hearing and visually impaired students.  

Woorinen District Primary School has maintained a strong reputation for working effectively with students with special needs. Students have been enrolled from areas outside the normal catchment area to take part in the programs which the school offers for students with physical, visual, audiological, intellectual, ASD or behavioural special needs. Families are also attracted by the caring, family style of education.  

The school has outstanding facilities after a BER school replacement project. The school openly invites the community to use the grounds for recreation, building a barbecue area for the community to use and a multipurpose court. The grounds are exceptional with School Council actively working to surround their buildings with gardens and learning areas.  

Classes are small with students enjoying access to individual attention. Each room has an SSO Integration Aide working with individuals and |
|---------|---------------------------------------------------------------------------------------------------------|
small groups of students.

Students have access to an exceptional Performing Arts Program, 1 to 1 technologies used daily and ICT which is integrated throughout all learning areas.

The school is active both within the educational community and the wider community providing organisation of and active involvement in a wide variety of programs and projects. Projects with the LLEN and the organisation of the State School’s Extravaganza continue with the school winning Community Event of the Year in 2013 for the Extravaganza. The school has a high profile in the community actively seeking opportunities to promote and celebrate events and programs within state and local media.

Service Standards

At Woorinen District we have a strong commitment to literacy and numeracy as well as ensuring students have access to a curriculum program which caters for student gifts, talents and interests and engages students both inside and outside of school hours. Woorinen District promotes solid traditional school values alongside 21st century pedagogy.

The student is at the centre of all teaching and learning decisions made by Woorinen District teachers and administration and teachers develop an understanding of the learners in their class and consider what they already know and how they learn when making decisions. The community places trust in the professionalism of teachers to:

- be familiar with the content of school and departmental curriculum documents which outline what students need to learn.
- develop and tailor pedagogy so all students can learn and be engaged in the classroom.
- embed ICTs across the curriculum.
- assess what students know and can do following explicit teaching episodes and maintain data records which support these assessments.
- report what students have learned and how well they have learned it.

All learners who exit Woorinen District are well prepared to enter secondary school education and can achieve success commensurate to the student’s ability levels in the academic, social and emotional domains.
**Strategic Direction**

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

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

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development 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 targets for the next 4 years and the strategies for achieving those goals and targets.**”

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<tbody>
<tr>
<td><strong>Achievement</strong>&lt;br&gt; Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.&lt;br&gt;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.</td>
<td>To sustain continuous improvement in student learning outcomes, especially in Literacy and Numeracy.</td>
<td>All students deemed capable achieve one year’s growth for one year’s learning in Literacy and Numeracy as evidenced by the assessment schedule.</td>
</tr>
<tr>
<td><strong>Engagement</strong>&lt;br&gt; Engagement refers to the extent to which students feel connected to and engaged in</td>
<td>To build on high levels of student engagement in learning and connectedness with their peers, teachers, school and community.</td>
<td>Maintain Attitude to School Survey indicators at current high levels: Connectedness to Peers and School connectedness, Stimulating Learning equal or above 4.47, 4.47 and 4.38 respectively.</td>
</tr>
<tr>
<td>Wellbeing</td>
<td>Productivity</td>
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<tr>
<td>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.</td>
<td>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. 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.</td>
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<tr>
<td>To enhance whole school practices to support the social and emotional development of students and thereby improve student learning outcomes.</td>
<td>Ensure targeted resource allocation in order to achieve the schools priorities and vision.</td>
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<tr>
<td>Students Attitude to School Survey indicators: Student safety, Student Distress, Student Morale are greater than State and Like schools.</td>
<td>Increase the number of 1:1 ICT devices in the school to maintain ratio of 1 to 1 as enrolments increase.</td>
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<tr>
<td>Further develop processes and procedures to support the social and emotional wellbeing of students.</td>
<td>Further enhance sound management strategies, including enabling the expansion of ICT resources across the school.</td>
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<tr>
<td>The Network Transition Protocol group is sustained and working effectively. Parent Opinion survey Transition indicator to continue to be above State mean. (5.75 was 2014 mean)</td>
<td>Official budget remaining positive over the Strategic Plan period.</td>
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<tr>
<td>Build staff capacity in using evidence to identify and engage students in their learning and at their point of need. Improve practices and procedures for promoting student voice and confidence in the school and the community within an environment of high expectations.</td>
<td>General Satisfaction scores on the Parent Opinion Survey remain above 6 with an aspirational target of 6.40.</td>
<td></td>
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<tr>
<td>Build staff capacity in using evidence to identify and engage students in their learning and at their point of need. Improve practices and procedures for promoting student voice and confidence in the school and the community within an environment of high expectations.</td>
<td>Allocate resources to build staff capacity and partner with families positively to maximise student learning, engagement and wellbeing.</td>
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### School Strategic Plan 2014-2017: Indicative Planner

**Purpose:** The purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.

<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Achievement Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement</strong></td>
<td><strong>Year 1</strong></td>
<td><strong>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of achievement milestones should be set.</strong></td>
</tr>
</tbody>
</table>

- **Enhance the capacity of staff in literacy and numeracy with particular emphasis on spelling and comprehension.**
- **Extend the use of ongoing data analysis to enhance the differentiation of teaching and learning to enable teaching at the point of need.**

#### Actions
- Regular staff attendance at Literacy and Numeracy PLTs.
- Implement Spelling Mastery Program – across 4 days with 30 minute sessions.
- Review Data collection and tracking proforma and update as required.
- Review staff P and D plans with relation to ensuring strong links with AIP.
- Review the ILPs of students and continue with the development of student written models.
- Professional Learning Teams continue to be attended regularly and staff are meeting regularly with discussion focused on pedagogical issues.
- Student data shows students deemed capable are making relative growth of one year or more within a year across literacy and numeracy.
- Student spelling data shows students deemed capable are making relative growth of one year or more within a year across spelling assessments.
- A proforma is developed to easily capture student data for their time at the school.
- All staff P and D Plans are aligned with AIP and have goals around spelling, leadership of curriculum and numeracy.
- All students have an ILP written by themselves with the assistance of a teacher.
### Year 2
- Consolidate regular staff attendance at Literacy and Numeracy PLTs and shared PD.
- Review the Spelling Mastery Program using relative data and assess its success.
- Investigate data tracking tools from other like schools.
- Develop a consultative approach to the writing of P and D plans including feedback from all staff.
- Student written ILPs are used for planning of differentiated teaching practices.
- Team planning sessions having a link to student performance data especially in the area of maths.
- All students have made at least one year growth in spelling data over the year.
- Data tracking tools are up to date and used and discussed regularly.
- All staff planning shows differentiated teaching practices.
- All staff P and D Plans are aligned with AIP and are written as a team.
- All students have ILPs written by themselves with increasing proficiency.

### Year 3
- Regular staff attendance at PLTs and shared PD with staff taking a leadership role in presenting to the group.
- Staff team leads the writing of P and D plans.
- Staff presenting at PLTs.
- P and D plans are written as a team and focus strongly on ILP and team feedback.

### Year 4
- Regular staff attendance at PLTs.
- Continuation of P and D culture building.
- Staff presenting at PLTs.
- P and D plans are written as a team and focus strongly on ILP and team feedback.

### Year 1
- Continue the development of ILPs written by students through focused teaching of goal setting to promote the inclusion of student voice in ILPs.
- Continue to lead the Transition Protocol Group which will review and update Transition Booklet for the 2015 school year.
- PD around use of Polycom.
- Strengthen the ‘You Can Do It’ language in community through Pencils in playground, newsletter articles and promotional materials.
- Each student has an up to date ILP which they have written and shared with teachers and parents through the reporting process.
- The Transition Protocol Group has met as required and a Transition Information Book is produced for the district.
- The Polycom unit is used regularly to communicate between schools and to access Professional Development.
- You Can Do It pencils are installed and language of You Can Do It is used by the wider community.

### Engagement

Improve consistent practices and procedures for managing transition into the school and across the network.

Build staff capacity in using evidence to identify and engage students in their learning and at their point of need.
| Year 1 | Component 1 Kids Matter is introduced through staff, parent and student professional development.  
Component 1 Kids Matter delivered.  
Group attendance of Young Leaders and Youth Leading the World.  
ILPs sent home with reports and written by students.  
Professional Development attended by teachers. |
|---|---|
| Year 2 | Review the development of ILPs written by students.  
Regular use of Polycom across small schools to connect students.  
Parent Night – literacy focus/You Can Do It  
ILPs are written and shared with parents as part of the reporting process.  
Protocol Group meets to discuss the sharing of media on an equal basis for Education Week including state and independent schools.  
Fortnightly use of the Polycom with other schools to share learning.  
At least two parent nights are held at the school over the school year. |
| Year 3 | Develop the leadership capacity of staff through coaching and mentoring professional development  
Staff attendance at PD  
Staff have attended relevant Professional Development to build leadership capacity and confidence. |
| Year 4 | Review and document current practices and revise future plans.  
Reviewed and updated where required. |

### Improve practices and procedures for promoting student voice and confidence in the school and the community within an environment of high expectations.

- Parent Information night with a Kids Matter and Math Focus
- Continue to lead within the educational community through the running of the Extravaganza, Protocol Group and Futsal Competition.
- At least two parent nights are held at the school over the school year.
- The school continues to be a leader within the Network.

### Year 2

- Review the development of ILPs written by students.
- Regular use of Polycom across small schools to connect students.
- Parent Night – literacy focus/You Can Do It
- At least two parent nights are held at the school over the school year.

### Year 3

- Develop the leadership capacity of staff through coaching and mentoring professional development
- Staff attendance at PD
- Staff have attended relevant Professional Development to build leadership capacity and confidence.

### Wellbeing

- Further develop processes and procedures to support the social and emotional wellbeing of students.

- Component 1 Kids Matter delivered.
- Young Leaders attended with other schools.
- Youth Leading the World attended.
- ILPs sent home with reports and written by students.
- Professional Development attended by teachers.
<table>
<thead>
<tr>
<th>Year 2</th>
<th>Component 2 Kids Matter</th>
<th>Component 2 Kids Matter delivered.</th>
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<tbody>
<tr>
<td></td>
<td>Group attendance of Young Leaders</td>
<td>Young Leaders attended with other schools and plans made for ongoing connections with students from other schools.</td>
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<tr>
<td></td>
<td>Review the development of ILPs written by students to refine and improve.</td>
<td>Youth Leading the World or similar Student Leadership program attended.</td>
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<tr>
<td></td>
<td>Continue to build the language used by students around the articulation of their learning styles, needs and wants.</td>
<td>ILPs reviewed and adapted.</td>
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<tr>
<td></td>
<td>Component 3 Kids Matter</td>
<td>Students use regularly the language of learning as evidenced in report and ILP comments.</td>
</tr>
<tr>
<td>Year 3</td>
<td>Component 3 Kids Matter</td>
<td>Component 3 Kids Matter delivered.</td>
</tr>
<tr>
<td></td>
<td>Group attendance of Young Leaders</td>
<td>Young Leaders attended with other schools and ongoing connections between schools established.</td>
</tr>
<tr>
<td></td>
<td>Continue the development of ILPs written by students.</td>
<td>Youth Leading the World or similar Student Leadership program attended.</td>
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<tr>
<td></td>
<td>Establish the language of learning at a community level through promotion in newsletter and on the Facebook site.</td>
<td>ILPs reviewed and adapted as required.</td>
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<td></td>
<td>Language of learning is evident in Facebook and newsletter correspondence.</td>
<td>Language of learning is evident in Facebook and newsletter correspondence.</td>
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<tr>
<td>Year 4</td>
<td>Component 4 Kids Matter</td>
<td>Component 4 Kids Matter delivered.</td>
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<td></td>
<td>Review student leadership programs</td>
<td>Survey what has occurred in student leadership and document findings.</td>
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<tr>
<td></td>
<td>Review ILPs written by students.</td>
<td>Survey student and parent opinion on ILPs and document findings.</td>
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<tr>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
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</table>
| ▪ Parent nights focused on teaching and learning.  
  ▪ Allocation of resources to professional learning both within and outside the network  
  ▪ Monitor the Facebook group.  
  ▪ Review current fund raising events  
  ▪ Review website and reporting packages  
| ▪ Kids matter framework is implemented across the school.  
  ▪ Maintenance of grounds and facilities to ensure current high level.  
  ▪ Continued assessment of students and follow up resource allocation.  
  ▪ Investigate the upgrading and acquisition of 1:1 ICT devices across the school.  
  ▪ Distribution of Leadership roles.  
| ▪ Applying for grants to continue maintenance of grounds and facilities  
  ▪ Parent nights focused on teaching and learning  
  ▪ Continued allocation of resources to professional learning both within and outside the network.  
| ▪ Continued maintenance of grounds and facilities through widened community involvement.  
  ▪ Review current practices of productivity areas.  
| ▪ At least two parent evenings held with a teaching and learning focus  
  ▪ Resources allocated to meet Professional Development Plan goals.  
| ▪ Facebook membership growing and interactions continuing positively.  
  ▪ Fund raising schedule documented.  
  ▪ Website updated and new reporting package in use.  
| ▪ Two parent nights held with a teaching and learning focus.  
  ▪ Physical environment is safe, functional and attractive.  
  ▪ School finances are maintained at satisfactory levels with funds targeted to priority areas.  
  ▪ 1 to 1 devises maintained with no device over 4 years old.  
  ▪ Leadership roles are defined and published.  
| ▪ Grant applications are made regularly.  
  ▪ Two parent nights held with a teaching and learning focus.  
  ▪ Staff are accessing targeted Professional Development on a regular basis.  
| ▪ Better attended working bees with 30% of families attending at least one working bee.  
  ▪ Documentation of review findings.  

Productivity

Ensure targeted resource allocation in order to achieve the schools priorities and vision.