

School Strategic Plan for Walwa Primary School North Eastern region 2014 - 2017

<p>Endorsement by School Principal</p>	<p>Signed... <i>Wendy Hodgkin.</i></p> <p>Name... Wendy Hodgkin</p> <p>Date... 19/12/2014</p>
<p>Endorsement by School Council</p>	<p>Signed <i>Hayden Drummond</i></p> <p>Name Hayden Drummond</p> <p>Date 19/12/2014</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement of the Secretary</p>	<p>Signed <i>R Stephens</i></p> <p>Name R Stephens (NEVR)</p> <p>Date 17 April 2015</p>
<p>The <i>Education Training and Reform Act 2006</i> section 2.3.24 states schools must have a system of governance that enables a school to develop a strategic direction. The school council president therefore must sign the plan.</p>	

School Profile

<p>Purpose – including vision statement</p> <p><i>VRQA minimum standard for School Governance – Philosophy</i></p> <p><i>Education Training and Reform Act 2006 - Sch. 2, 16 School's philosophy</i></p>	<p>At Walwa Primary School our vision is to deliver the best possible, high quality and most meaningful learning experience to each of our students in order that they become confident and valuable citizens in our ever changing world.</p> <p>Our mission is to inspire and stimulate each student in a way that will engage them fully in their learning, developing a positive sense of self-worth and a belief in their ability to become valuable contributors to our society. In partnership with our school community striving together for meaningful and enriching life skill development is paramount.</p>
<p>Values</p>	<ul style="list-style-type: none">• We aim to create a safe and secure environment that stimulates learning and where every child is valued for their own unique abilities.• We aim to ensure that each student reaches his/her full potential.• We aim to work in partnership with the school community to develop relationships based on the values of respect, integrity, commitment and harmony to enrich the lives of our students.• We aim to develop a curriculum that delivers a high quality, diverse and motivational education to each student• We aim to make our students see themselves as learners for life and to value education as a life skill.

Environmental Context

Walwa Primary School is a small rural school located in North East Victoria on the Murray River, approximately 120 kilometres from Albury/Wodonga. The nearest town is Corryong located 45 kilometres to the east. The school has a proud history in this rural area and dates back to 1887. Some students are descendants of the early settlers of the district. The school setting in the isolated North East of Victoria presents opportunities and challenges for the education of its community. This includes the provision of adequate and reliable technological access and the rising costs associated with travel and distance to facilities to help address isolation issues.

The majority of our students are bussed to Walwa Primary School. Many of our students travel across the Border from New South Wales and others travel from the south (almost from Shelley), to the East (Burrowa Pine Mount and to the West (Burrowye). Four students live in the Walwa township and walk or ride their pushbikes to school. Three buses service the school and the local Mail run transports a student to school. 37.5% of students come from a viable farming background. It has been noted though that over the past few years student enrolments have been families moving to the district for cheaper accommodation. Many of these families have only casual employment if any employment at all. Currently the School Family Occupation (SFO) is 0.4881 which is lower than in 2012 (0.5385) and 2013 ((0.5083). In 2011 the SFO was at 0.3558. The SFO is a broad indicator of the socio-economic status of the family which means the higher the index, the lower the socio-economic status. In comparison to other schools in Victoria the school is at the 46th percentile rank. The school could be expected to have outcomes approximating the state mean using the information from the SFO. The school has 58% of families eligible for the Education Maintenance Allowance (EMA).

Enrolments have remained stable over the past four years with up to 30 students enrolled at any one time during 2012 to 2014 where we have 24 students attending for the school year. Term 4 will see two new students enrolled and one student moving to Corryong (Parents relocating). The future enrolment figures will remain stable until 2017 when 8 students will move on to feeder schools in Year 7. This will need to be addressed in our Strategic Planning for the next four years. At Walwa Primary School we have one student enrolled under the Program for Students with Disabilities and one Koori student enrolled. There are no students from a Language background other than English.

Staffing has remained stable with 2.3 EFT staff since 2011. The current Principal has been at Walwa Primary School since 2012 (Acting in first term and then substantive from Term 2 onwards). A long term Expert Teacher has been employed since 1987 and currently works 0.8 EFT. A Business Manager is employed and works 0.5 EFT over a fortnight. Until the end of 2013, a regular CRT was employed for 3 hours per week to teach Bahasa Indonesia and History. During 2013, it became apparent that Walwa Primary School would be in deficit due to Long Service Leave commitments and the availability of replacement teachers. During 2014, it became clear that financially we would be able to sustain a teaching assistant for 0.1. This allows us to deliver a comprehensive science, history and Studies of Asia (Indonesian) to students. This also allows for the Principal to have office time and ensures APT for other staff is adequate. Another teaching assistant delivers a Library program for 1.5 hours per week.

Walwa Primary School is a part of the Tallangatta Cluster and involvement has been a key factor of the past 2 ½ years. The cluster's vision is to ensure that students within the Tallangatta Cluster move along the learning continuum to achieve their full potential. Walwa Primary School has also made the commitment to the Valley's Cluster (within the Tallangatta Cluster). The Valley's cluster consists of seven small schools in the cluster. Benefits of the cluster have been shared planning, shared

Professional Development and shared activities involving students across the small schools. The Polycom units have been invaluable and connect students and staff. Professional Learning has been delivered for staff and learning provided for students. The development of the Valley's cluster has led to an alignment of goals and priorities of through cluster strategic planning and increased capacities by drawing on common needs and responding to DEECD initiatives that are applicable.

Walwa Primary School has a Memorandum of Understanding with the Walwa Bush Nursing Centre and is able to use the facilities and resources at the Bush Nursing Centre. Walwa Primary School is a financial member of Radio Upper Murray and throughout the year students program and broadcast from the radio station based in Walwa. Walwa Primary School students frequent the Mobile Library and work together with the Planned Activity Group to organise activities to suit both young and young at heart.

Strategic Intent

*The Education Training and Reform Act 2006 section 2.3.24, states schools must produce a 4 year strategic plan that clearly articulates its **goals** and **targets** over that period.*

	Goals	Targets	Key Improvement Strategies
Achievement	<p>To develop a tracking system to analyse individual performance growth from Foundation to Year 6. Individual Learning Plans to be developed for all students with parents taking a role in the process. Improve student outcomes at all ability levels in Writing. To develop a Pedagogy of Learning for Walwa Primary School.</p>	<p>By 2017, teacher assessment against AusVels will indicate that 80% of students are achieving at or better than expected standards.</p> <p>Teachers and staff will be able to articulate the pedagogy of the school.</p>	<p>Build the capacity of teachers to implement a cohesive school/cluster wide approach to the teaching of writing using the Write Tools program, Moderation of student work at a school level and cluster level will be undertaken each term with common curricula activities. Increase the number in the top two bands for Writing and to increase the number of students in the high relative growth area NAPLAN data, Continual analysis of data to be used to inform teaching and to improve student achievement levels. Learning Intentions and Success Criteria will be displayed in classrooms/work programs and articulated to students.</p>
Engagement	<p>The school will promote, in the community, the importance of regular attendance for continuous academic improvement.</p> <p>The school will conduct further investigations into the Attitudes to School Survey (Student Relationships and Teaching and Learning) to match or</p>	<p>To ensure that the school's absence data is below the State Mean.</p> <p>To use an additional data collection tool to enhance the depth of understanding in regard to the current Attitudes to School Survey results and Parent Survey results.</p>	<p>Regular newsletter updates regarding the importance of attending school.</p> <p>An additional data collection tool will be used on a yearly basis and will be used with all students from Foundation to Year 6. The data will be used to guide future action towards improving these results.</p>

	<p>better the State and Region mean.</p> <p>The school will develop stronger links between the kindergarten and Corryong College in order to improve the transition process for new and exiting students.</p>	<p>To improve links between Walwa Primary School, the local kindergarten and Corryong College.</p>	<p>Introduce a survey for new parents and for parents and students who have exited the school about their transition experiences.</p>
Wellbeing	<p>To improve Student Attitudes to School Survey in relation to Student Morale, Learning Confidence and Stimulating Learning.</p> <p>To improve parent perception in relation to classroom behaviour</p>	<p>Implement and embed the Kidsmatter program into Walwa Primary School. Component 2-2015 Component 3-2016 Component 4-2017</p>	<p>An additional data collection tool will be used on a yearly basis and will be used with all students from Foundation to Year 6. The data will be used to guide future action towards improving these results.</p>
Productivity	<p>To develop a coordinated ICT plan for the school in both a short and long term framework.</p> <p>To continue to participate in Professional Learning (school based and Cluster wide).</p> <p>To build a closer working relationship with Corryong College.</p> <p>To continue connections to the Walwa/Jingellic community</p>	<p>A four year ICT plan will be developed to ensure Walwa Primary School has up to date and state of the art facilities.</p> <p>Professional Learning to take place weekly. School based one week and Cluster based the next. (Staff meetings will take place before classes commence).</p> <p>To deliver KidsMatter Professional Learning alongside Corryong College</p> <p>Liaise with local community organisations such as Walwa Bush Nursing Centre, Jingellic Show Society, Radio Upper Murray, Lions Club and RSL.</p>	<p>A rollover of ICT devices will commence in 2015 and continue yearly.</p> <p>A timetable of meetings will be developed and agendas and minutes kept for both school based and cluster based Professional Learning.</p> <p>Present Professional Learning via Polycom and face to face time.</p> <p>Participate In radio broadcasts, present Art work at Jingellic show.</p>

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Achievement	Year 1	<ul style="list-style-type: none"> ▪ Implement tracking system for student data. ▪ Professional Learning “The Write Tools’ (cluster based) ▪ Develop a whole school pedagogy based on Classroom Teaching Techniques, Principles of Learning and Teaching and Visible Learning. ▪ Moderated writing samples booklet developed for Grades 3 to 6. (F-2 is completed) 	<ul style="list-style-type: none"> ▪ Individual learning plans in place using information from tracking system ▪ Gradual implementation of ‘The Write Tools’ into classroom programs. ▪ Whole school pedagogy documented (electronically and hard copy) and distributed to staff. ▪ Rich assessment tasks developed for common curricula ▪
	Year 2	<ul style="list-style-type: none"> ▪ Continue to input student data onto tracking system ▪ Professional Learning and Moderation across cluster with regard to writing ▪ Pedagogy will be articulated to wider school community 	<ul style="list-style-type: none"> ▪ Implementation of “The Write Tools’ continues. ▪ Teachers can articulate about the Write Tools program ▪ Rich assessment tasks developed for common curricula ▪ Pedagogy is evident in planning and modelled in classrooms. ▪ Newsletter articles about writing and the ‘Write Tools’ program
	Year 3	<ul style="list-style-type: none"> ▪ All staff able to use and access student tracking tool ▪ Consistent moderation across cluster in writing ▪ Data analysis is embedded in, and a part of teacher planning ▪ Pedagogy is clearly articulated by staff 	<ul style="list-style-type: none"> ▪ ‘the Write tools fully implemented in all classes ▪ Rich assessment tasks developed for common curricula ▪ NAPLAN writing data is showing a higher relative growth ▪ Learning Intentions and Success criteria are embedded into Teaching and Learning ▪ Newsletter articles about writing and the ‘Write Tools’ program

	Year 4	<ul style="list-style-type: none"> ▪ Data tracking system demonstrates improvement in student learning ▪ All staff confident delivering 'the Write Tools' program ▪ Pedagogy embedded in teaching and learning. 	<ul style="list-style-type: none"> ▪ Students confident in developing their own Individual Learning Plans and can articulate personal Learning goals in student-led conferences ▪ Pedagogy visible in all learning tasks ▪ Newsletter articles about writing and the 'Write Tools' program
Engagement	Year 1	<ul style="list-style-type: none"> ▪ Regular newsletter articles and updates regarding attendance ▪ Regular meetings held between local pre-school and Walwa Primary School ▪ Regular meetings between Corryong College and Walwa Primary School ▪ Follow up any absences with phone call to parents if no note is sent to school. ▪ Individual meetings for parents and students who are habitual absentees. ▪ Staff to familiarise themselves with the coding for specific absences. 	<ul style="list-style-type: none"> ▪ Steady improvement of attendance data ▪ Completion of Transition surveys ▪ Areas for improvement re. transition are considered and changes implemented ▪ Parent Information evenings/afternoons for students beginning school and/or transitioning to Corryong College
	Year 2	<ul style="list-style-type: none"> ▪ Professional Learning shared with Corryong College (KidsMatter)- face to face and Polycom ▪ Regular newsletter articles and updates regarding attendance ▪ Regular meetings held between local pre-school and Walwa Primary School ▪ Follow up any absences with phone call to parents if no note is sent to school. ▪ Individual meetings for parents and students who are habitual absentees. 	<ul style="list-style-type: none"> ▪ Reciprocal visits with Pre-school ▪ Reciprocal visits with Corryong College (sport days, band visits, drama) ▪ Parent Information evenings/afternoons for students beginning school and/or transitioning to Corryong College

	Year 3	<ul style="list-style-type: none"> ▪ Follow up any absences with phone call to parents if no note is sent to school. ▪ Individual meetings for parents and students who are habitual absentees. ▪ Follow up any absences with phone call to parents if no note is sent to school. ▪ Individual meetings for parents and students who are habitual absentees. ▪ Regular newsletter articles and updates regarding attendance 	<ul style="list-style-type: none"> ▪ Reciprocal visits with Pre-school ▪ Reciprocal visits with Corryong College (sport days, band visits, drama) ▪ Parent Information evenings/afternoons for students beginning school and/or transitioning to Corryong College ▪ Open days at Walwa Primary School for parents of new students to meet with staff and school councillors and other parents
	Year 4	<ul style="list-style-type: none"> ▪ Follow up any absences with phone call to parents if no note is sent to school. ▪ Individual meetings for parents and students who are habitual absentees. ▪ Follow up any absences with phone call to parents if no note is sent to school. ▪ Individual meetings for parents and students who are habitual absentees. ▪ Regular newsletter articles and updates regarding attendance 	<ul style="list-style-type: none"> ▪ Reciprocal visits with Pre-school ▪ Reciprocal visits with Corryong College (sport days, band visits, drama) ▪ Parent Information evenings/afternoons for students beginning school and/or transitioning to Corryong College ▪ Open days at Walwa Primary School for parents of new students to meet with staff and school councillors and other parents

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Wellbeing	Year 1	<ul style="list-style-type: none"> ▪ Locate and ask permission to use surveys from Buxton PS as extras to the Student Attitude to School and Parent Opinion survey ▪ Locate a survey for new parents to comment on pre-school transition program and for Year 6 to 7 transitioning students and parents ▪ Professional Learning and implementation of KidsMatter (Component 2) ▪ 	<ul style="list-style-type: none"> ▪ Completion of extra parent surveys and student opinion surveys and data analysed. School Council and wider community forums to discuss results. • Component 2 KidsMatter implemented
	Year 2	<ul style="list-style-type: none"> ▪ Student Attitude to School and Parent Opinion survey and extra surveys (see above) used to determine student wellbeing ▪ Professional Learning and implementation of KidsMatter (Component 3) ▪ Survey parents of Foundation students about their transition experience ▪ Students and parents of students exiting Walwa Primary School regarding their transition experience. 	<ul style="list-style-type: none"> ▪ Comparison of data from 2015 to 2016. Analysis of same. ▪ Component 3 KidsMatter implemented. ▪ Transition surveys analysed and relevant changes made to Foundation transition ▪ Corryong College and Walwa Primary School staff will analyse data from Year 6 to 7 surveys and make adjustments to program where possible.
	Year 3	<ul style="list-style-type: none"> ▪ Student Attitude to School and Parent Opinion survey and extra surveys (see above) used to determine student wellbeing ▪ Professional Learning and implementation of KidsMatter (Component 3) ▪ Survey parents of Foundation students about their transition experience ▪ Students and parents of students exiting Walwa Primary School regarding their transition experience. 	<ul style="list-style-type: none"> ▪ Comparison of data from 2015/2016 and 2017. Analysis of same. ▪ Component 3 KidsMatter implemented. ▪ Transition surveys analysed and relevant changes made to Foundation transition ▪ Corryong College and Walwa Primary School staff will analyse data from Year 6 to 7 surveys and make adjustments to program where possible.

	Year 4	<ul style="list-style-type: none"> ▪ Student Attitude to School and Parent Opinion survey and extra surveys (see above) used to determine student wellbeing ▪ Professional Learning and implementation of KidsMatter (Component 4) ▪ Survey parents of Foundation students about their transition experience ▪ Students and parents of students exiting Walwa Primary School regarding their transition experience. 	<ul style="list-style-type: none"> ▪ Comparison of data from 2016, 2017 and 2018. Analysis of same. ▪ Component 4 KidsMatter implemented. ▪ Transition surveys analysed and relevant changes made to Foundation transition ▪ Corryong College and Walwa Primary School staff will analyse data from Year 6 to 7 surveys and make adjustments to program where possible.
Productivity	Year 1	<ul style="list-style-type: none"> ▪ Develop a 4 year ICT plan ▪ Timetable of cluster and school based Professional Learning meetings devised ▪ Agendas and Minutes distributed before meetings 	<ul style="list-style-type: none"> ▪ New ICT devices beginning to be purchased ▪ Professional Learning meetings are held regularly with all staff attending sessions. ▪ Records of meetings kept electronically and in hard copy.
	Year 2	<ul style="list-style-type: none"> ▪ Professional Learning for staff in ICT usage (different apps to be used to complement classroom teaching and to improve pedagogy) ▪ Continue to purchase ICT devices to upgrade out dated machines ▪ Staff led Professional learning to take place 	<ul style="list-style-type: none"> ▪ An increase in the use of technology in the classroom to complement teaching and learning programs ▪ Planning for professional learning to be a shared task with all staff taking ownership
	Year 3	<ul style="list-style-type: none"> ▪ Continue Professional Learning for staff in ICT ▪ Continue to purchase ICT devices to upgrade out dated machines ▪ Staff led Professional Learning continuing 	<ul style="list-style-type: none"> ▪ Use of ICT as an integral part of classroom programs in all curriculum areas ▪ Professional reading used to lead discussions during Professional Learning meetings across cluster and at a school level. ▪ Staff facilitating Professional learning throughout the cluster (face to face/Polycom)

	Year 4	<ul style="list-style-type: none">▪ Evaluation of 4 year ICT plan▪ New 4 year ICT plan developed▪	<ul style="list-style-type: none">▪ All computers and laptops updated▪ All staff using ICT as part of learning programs across all levels (F-6)
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