



School Strategic Plan for Woodside Primary School

1176

2015 - 2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name...Anne Morris</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Ashley Walpole</p> <p>Date.....</p> <p>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.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose

Woodside Primary School is a wonderful rural school with an enrolment of 48 students situated 19 kilometres east of Yarram in South Gippsland. Enrolments have remained stable over the period of review. The Student Family Occupation index (SFO) of 0.49 and will be .51 in 2015.). There are no students with English as an additional language (EAL). The school's vision and values statement states that the school strives to provide a learning environment where children are engaged in and responsible for their learning. The core values were redeveloped in 2012 and are; Respect, Endeavour and Responsibility. The school prides itself on its small size and its warm family like atmosphere. The school delivers an enriched curriculum program designed to meet the individual needs of students, including those with special needs. Participation in a wide range of varied activities enables students to develop their social skills. The buildings and grounds are kept immaculately. The students, staff and families show immense pride in their buildings, grounds and gardens that include a vegetable garden. The school has bore water that allows the groundsman to keep lawns green in summer and maintaining the vegetable garden. Students are very enthusiastic about their garden and chickens. The school has a large modern flexible learning space. This learning space includes the school entry, the office, staffroom, three classrooms, a central learning area and a withdrawal room. Older school buildings are used as a library, art room and music room. The playground is extensive with a large playing field, adventure playground, two asphalted play areas, sandpit and a smaller grassed play area. A grant for school improvement was allocated to upgrading the bus loop and installing a separate pick up area and staff parking. This enhanced the safety for students and parents. The school has eighty solar panels installed, providing twenty kilowatts of power. Links have been placed on the website showing output and a QR code displayed for the public at the front of the school

Opportunities for student leadership are encouraged with two students per term in each Year 5 and 6 levels elected to carry out specific leadership roles. All students in Year 6 participate in a network leadership camp in term one each year. A buddy program operates throughout the year with a Year Six paired with a Prep student.

Science is a strength of the school and is taught across the school by a classroom teacher with a special interest in and knowledge of science concepts. Instrumental music is taught by a teacher who is shared between Yarram Secondary College, Alberton Primary and Woodside Primary for all students in Years 4 to 6. Consequently, all students in Years 5 to 6 and some Year 4 students participate in the school rock band. Information Communications Technology (ICT) is well resourced with iPads, laptops, desktops, the Polycom unit, interactive whiteboards and a 3D printer.

The school has enhanced its approach to student wellbeing by implementing the School Wide Positive Behaviour program. A student matrix with specific expectations for attitudes, relationships and behaviour has been developed. Appropriate student behaviour and positive attitudes to learning are acknowledged with rewards at weekly Friday assemblies. The school has developed a very comprehensive approach to tackling any bullying issues. Social skills are explicitly taught based on the Bounceback program.

Given the size of the school, the range of specialists programs is extensive. These include AUSLAN, art, science, physical education and instrumental music. Students also have the opportunity to work with a local artist in specialised art lessons. Students in years 3 to 6 participate in inter school athletics, cross country and swimming with schools in the Yarram Cluster and the Wellington Network. The school provides an extensive outdoor education program with camps in Melbourne and Coolamatong near Paynesville. Every four years the school participates in a snow camp at Mount Hotham. Other extra curricula activities include the school band performances, Brain Sports, the Festival of Art held every two years and an intensive swimming program at the Sale heated pool. In 2014, the Auslan program has been enhanced using the Polycom unit, joining with Airly Primary School for fortnightly lessons with a qualified ES staff member. Staff and families firmly believe that students

are not disadvantaged by the size of the school nor its geographic location.	
Purpose	<p>At Woodside Primary School we aim to create a safe and secure learning environment for all students and staff in which the principles of Respect, Endeavour and Responsibility of individuals are valued.</p> <p>Woodside is a family oriented school recognising and responding to the needs and diversity of family groups within our school community. Teachers and parents work together to provide a caring, secure and stimulating learning environment for all students. A strong partnership between home and school ensures that education is valued. Such a partnership creates an environment where children; want to learn, enjoy the trust of teachers and are aware of the rights of others in sharing in the life of the school.</p>
Values	<p>The school's vision and values statement states that the school strives to provide a learning environment where children are engaged in and responsible for their learning. The core values were redeveloped in 2012 and are, Respect, Endeavour and Responsibility. Each value has also been outlined to include,</p> <ul style="list-style-type: none"> • Respect; treat yourself and others with respect. Be honest in your words and actions. • Endeavour; Make every effort your best effort. Be an active participant in your community. • Responsibility; Be accountable for our own actions. Take an active role in caring for others. Give everyone a fair go. <p>The explicit teaching of these values is included in our School Wide Positive Behaviour Program.</p> <p>Our Engagement Policy states that, <i>Student are better prepared for learning when they are healthy, safe and happy, therefore, student welfare is the responsibility of all staff working in a whole school context. Student learning cannot be separated from welfare.</i> Values are those things that are most important to a school and its community. Values describe the principles and expectations that guide the school and provide a reference point for decisions and actions. Values shape the way people interact and work together by creating shared expectations and behavioural norms.</p>
Environmental Context	<p>Woodside Primary School has provided an education to the children of Woodside and surrounding district since 1873. Families come from diverse backgrounds, including a few farming families, professionals who work in Yarram, Sale or Traralgon and itinerant workers. It currently lies in the mid socioeconomic range as determined by Student Family Occupation, SFO index. This was .49 in 2013 and .51 in 2014. Enrolments are relatively stable, remaining in the mid-forties throughout the previous Strategic Plan. Future enrolments indicate a decline, with only three preps enrolled for 2015, though this is difficult to predict with families moving to the district to enjoy a rural, coastal lifestyle. The school has a small but hard working parent group. It has been difficult to attract more parents to assist in fundraisers and services such as hot lunches. Approximately three quarters of the students continue their</p>

	secondary education at Yarram Secondary College whilst the remainder choose Catholic College Sale or Gippsland Grammar. The majority of children attend preschool in Yarram while some attend in Sale, Longford or Gormandale. The majority of parents strongly support their children's education, with most children coming to school with sound pre number and literacy skills.
Service Standards	<p>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.</p> <p>Ensure high literacy and numeracy achievement in a learning environment that promotes inquiry, creativity, problem solving and activity-based learning.</p> <p>To ensure students are supported and engaged in a stimulating learning environment that connects them to the school and community.</p> <p>To ensure students are motivated, engaged, resilient and willing to contribute to the wellbeing of themselves and the community.</p> <p>To ensure there is strong parent engagement that enhances home/school partnerships and adds value to student learning.</p>

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	Ensure high literacy and numeracy achievement in a learning environment that promotes inquiry, creativity, problem solving and activity-based learning.	<ul style="list-style-type: none"> Increasing the percentage of students achieving above AusVELS levels in spelling and writing. Improvement as measured by Attitudes to School Survey teaching and learning variables to be within the top quartile. Increase the percentage achieving high growth on NAPLAN relative growth assessments; and/or criteria based school assessment of growth. 	<ul style="list-style-type: none"> Develop and document a curriculum approach that builds a strong and consistent instructional model and incorporates elements of student feedback, learning intentions and success criteria. Embed an agreed whole school approach to spelling and writing that addresses the learning needs of all students.
<ul style="list-style-type: none"> Engagement 	To ensure students are supported and engaged in a stimulating learning environment that connects them to the school and community	<ul style="list-style-type: none"> Improvement in the student feedback variables of the AtSS and from school-designed tools e.g. student feedback and reflection data. Improvement in Parent Opinion Survey variables of approachability, parent input, homework and general satisfaction to all be within the top quartile. 	<ul style="list-style-type: none"> Provide the opportunities for students to give and receive feedback, to reflect, manage and evaluate their learning. Continue to embed the use of Science, Technology and ICT - utilising e-learning tools to engage students. Develop a parent engagement

			<p>strategy that enhances home/school partnerships and adds value to student learning</p> <ul style="list-style-type: none"> • Develop individual goals for Year Two to Six students.
<ul style="list-style-type: none"> • Wellbeing 	<p>To ensure students are motivated, engaged, resilient and willing to contribute to the wellbeing of themselves and the community.</p>	<ul style="list-style-type: none"> • Improvement in the AtSS variables connectedness to peers, student morale, school connectedness and student distress to all be within the top quartile. 	<ul style="list-style-type: none"> • Strengthen and expand student voice and leadership opportunities across all year levels. • Embed a whole school approach to wellbeing utilising the School-Wide Positive Behaviours Program.
<p>Productivity</p>	<p>To ensure the allocation of resources is aimed at optimising student learning outcome</p>	<ul style="list-style-type: none"> • Improved student achievement data in the areas prioritised for resource allocation e.g. writing and spelling. <p>School finance reports in relation to the school's capacity to meet commitments and at the same time effectively plan for enrolment growth or decline.</p>	<p>Develop a four year plan for resourcing including workforce planning, staff and classroom materials.</p>

• School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement Spelling Writing	Year 1 2015	<ul style="list-style-type: none"> ▪ Introduce the spelling of the first 400 words according to the Oxford word list. ▪ Allocate teacher aide time to test these weekly. ▪ Expand 'Words Their Way' into Prep One. ▪ Investigate Vocabulary, Connectors Openers and Punctuation, (VCOP) writing program and participate in Day one PD. ▪ Develop scope and sequence chart for grammar. ▪ Obtain or develop pre test for grammar for Years Two to Six. ▪ Document instructional model for teaching across the school. ▪ 	<ul style="list-style-type: none"> ▪ Data chart established to show individual student achievement against the first 400 words. ▪ Elements of VCOP included in PLT's. ▪ Increase in the number of children achieving in the top three bands in NAPLAN in all areas. ▪ Growth data to show 6 out 7 children with medium or high growth in all areas. ▪ 80% of children to be able to spell the spell the first 400 words by end Year 4. ▪ Improve student growth in grammar and punctuation by at least an equivalent of 12 months each year as measured by school devised assessments, on demand testing.
	Year 2 2016	<ul style="list-style-type: none"> ▪ Participate in Day 2 VCOP PD. ▪ Set standards against the Australian Curriculum for Grammar for each year level. ▪ Establish relevant elements of VCOP into curriculum ▪ Implement instructional model ▪ Set expectations for each year level for accuracy in Oxford first 400 words. 	<ul style="list-style-type: none"> ▪ Develop an agreed instructional model for writing ▪ All children to show medium or high growth in all areas for NAPLAN <ul style="list-style-type: none"> ▪ Improve student growth in grammar and punctuation by at least an equivalent of 12 months each year as measured by CATs, on demand testing. ▪ 90% of children be able to spell the first 400 words by end of Year 4.

	Year 3	<ul style="list-style-type: none"> ▪ Embed instructional model across the school. ▪ Embed VCOP into curriculum. ▪ Review 'Words Their Way.' 	<ul style="list-style-type: none"> ▪ Student growth in grammar and punctuation by at least an equivalent of 12 months each year as measured by CATs, on demand testing for all students ▪ All students be able to spell the first 400 words by end of Year 4. ▪ 90% of children be able to spell the first 40 words by end of Year 4.
	Year 4	<ul style="list-style-type: none"> ▪ Review implementation of instructional model ▪ Review VCOP ▪ Implement findings of review of spelling program 	<ul style="list-style-type: none"> ▪ 90% of children be able to spell the first 40 words by end of Year 4
Engagement	Year 1	<ul style="list-style-type: none"> ▪ Set individual Learning Goals for all children in Years 2 to 6. ▪ Create a facebook page for the school by end term one ▪ Further increase the use of Edmodo and/or google docs to enhance home/ school partnerships. ▪ 	<ul style="list-style-type: none"> ▪ Individual Learning Goals to be completed by End Term One. ▪ Increase teacher empathy and homework variable in (Attitudes to School Survey) AtSS
	Year 2	<ul style="list-style-type: none"> ▪ Inform parents through newsletter, website and facebook page of homework expectatons. ▪ Conduct a family science evening ▪ Utilise polycom for virtual learning at least once a term. ▪ 	<ul style="list-style-type: none"> ▪ Individual Learning goals to be completed and reviewed by the end of each term. ▪ Increase teacher empathy and homework variable in AtSS
	Year 3	<ul style="list-style-type: none"> ▪ Review use and effectiveness of facebook page ▪ 	<ul style="list-style-type: none"> ▪ Increase teacher empathy and homework variable in AtSS ▪ Individual Learning goals to be completed and reviewed by the end of each term ▪
	Year 4	<ul style="list-style-type: none"> ▪ Continue or implement new social networking program as appropriate 	<ul style="list-style-type: none"> ▪ Individual Learning goals to be completed and reviewed by the end

		<ul style="list-style-type: none"> Review effectiveness of learning goals through student feedback 	of each term.
Wellbeing	Year 1	<ul style="list-style-type: none"> Designate a classroom teacher for responsibility for School Wide Positive Behaviours Audit current social skills programs used in our schools Investigate social skills programs Introduce Student Bullying survey and collate results each term. Respond to trends accordingly Review leaders expectations and roles Include representatives from each class in fortnightly leadership meetings 	<ul style="list-style-type: none"> Establish matrix of behaviour expectations for students and staff. Improvement in the AtSS variables connectedness to peers, student morale, school connectedness and student distress to all be within the top quartile Display behaviour matrix
	Year 2	<ul style="list-style-type: none"> Contact schools who have been identified with best practice in SWPB Consolidate & refine social skills program based on student needs. Collect data from Student Bullying survey and collate cluster results each term. Respond to trends accordingly. 	<ul style="list-style-type: none"> Have parent opinion survey show classroom behaviour in the top quartile. Establish base line data for Bullying data Establish behaviour matrix for parents.
	Year 3	<ul style="list-style-type: none"> Embed social skills program in curriculum Students complete Bullying Survey. Collate cluster results each term. Respond to trends accordingly. 	<ul style="list-style-type: none"> Improvement in bullying data evident
	Year 4	<ul style="list-style-type: none"> Review social skills program in curriculum Students complete Bullying Survey. Collate Cluster results each term. Respond to trends accordingly. Survey parents of students transitioning to our schools to determine level of satisfaction. Survey staff about the transition process. 	<ul style="list-style-type: none"> Improvement in bullying data evident

Productivity	Year 1	<ul style="list-style-type: none"> ▪ Complete budget in line with strategic plan priorities. ▪ Manage staffing in line with strategic plan priorities ▪ 	<ul style="list-style-type: none"> ▪ Sufficient resources in place to run programs
	Year 2	<ul style="list-style-type: none"> ▪ Complete budget in line with strategic plan priorities. ▪ Manage staffing in line with strategic plan priorities 	<ul style="list-style-type: none"> ▪ Sufficient resources in place to run programs
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	Year 4	<ul style="list-style-type: none"> ▪ Complete budget in line with strategic plan priorities. ▪ Manage staffing in line with strategic plan priorities 	<ul style="list-style-type: none"> ▪ Sufficient resources in place to run programs