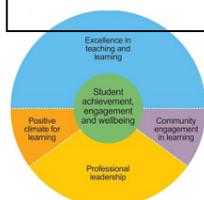


6257 Werrimull P-12 School Strategic Plan 2016-2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Erin Fush [name] [date] [name] [date] [name] [date]
School council: Christopher Douglas [name] [date] [name] [date] [name] [date]
Delegate of the Secretary: Gary Weir [name] [date] [name] [date] [name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Werrimull P-12 School's vision is that all young people that are enrolled at Werrimull P-12 School learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.</p> <p>Our vision is that:</p> <ul style="list-style-type: none"> All children are unique with individualised learning and developmental needs. Open Learning Environments foster differentiated learning, whereby students become equipped with developmentally appropriate knowledge, understandings and skills to lead fulfilling, productive and responsible lives. Child-centred, personalised learning is the key to authentic engagement. Children are active participants in their learning by investigating, constructing, creating and exploring their worlds through purposeful, planned and intentional learning experiences. Development of the whole child is achieved by meeting their academic, social and emotional needs, building resilient and global citizens of the future. 	<p>The schools values are resilience, responsibility and respect. The vision and values are reflected through our school philosophy.</p> <p>It is our aim to provide high quality, child-centred, personalised learning in a nurturing, engaging environment which fosters ongoing learning and prepares each student to meet the challenges of the future.</p> <p>Werrimull P-12 School is committed to:</p> <ul style="list-style-type: none"> Providing high quality learning environments with passionate educators. Personalised individual learning and actively engaging students in their learning through interest-based investigations in conjunction with explicit and formalised instruction. Working in partnership with parents/carers to develop connected learning communities. Employing best practice across all key learning areas. Building the You Can Do It foundations through explicit social skilling of confidence, getting along, persistence, organisation and resilience and embedding them across all we do. Meeting the academic, social and emotional needs of our students. Preparing our students with the required skill set to aim for excellence and meet the challenges of the future. 	<p>The key challenge at Werrimull P-12 School is being able to provide a viable and flexible curriculum to all students with declining numbers. Exposing students at all year levels to the opportunities we are able to offer is imperative. Thinking outside of the traditional delivery of subjects and using the 21st Century technology must be embraced by all stakeholders for the school to be viable going forward. The teaching and learning framework and whole school approach is in progress but this needs greater clarity to all staff. There is a targeted approach to this for 2016 -2019 including the introduction of Vic. Curriculum in 2017.</p> <p>A whole school approach to engagement and wellbeing is not yet embedded and is currently being reviewed by all stakeholders. The plan of action for this is:</p> <ol style="list-style-type: none"> Review existing programs/approach and identify gaps/opportunities – consult all stakeholders Develop a new approach – research and document – consult and provide feedback Implement Review/Refine/Embed 	<p>Our school is aiming to improve the literacy (particularly in the area of writing/spelling) of all students. This is a key priority for all stakeholders of Werrimull P-12 School. By improving the literacy this will translate into higher English study scores at VCE level. It is important to our whole community as with the small cohort sizes and extra human resources (qualified teaching staff) it is expected we have individualised teaching and learning plans for all students. It is also seen as important as having a good level of literacy will support all students no matter what their pathway.</p> <p>The other improvement initiative is focusing on student voice and their role in their learning. This does not just include “out of the classroom” activities (SRC) this is the students knowing their data and be responsible for it. The concept is for the students to know where they are at in their learning but also know where they want/need to get to and how to get there. The role of the teacher/staff member is be supportive and guide the students through their journey. It also opens up opportunities and allows the students from Prep through to VCE to use the physical facilities we have available to us here at Werrimull P-12.</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)
To improve the learning growth and outcomes of all students in Literacy and Numeracy.	Excellence in teaching and learning (Building practice excellence)	Implement a guaranteed and viable curriculum aligned to Vic Curriculum and VCAA.	VCE study scores to be 30+ in English and 30+ as the median of all areas of study.
		Embed a whole school approach to the use of data to plan, moderate and track student performance.	NAPLAN learning growth by domain (year 3- 5/5-7/7-9) 50% to be in medium/high for writing and numeracy
		Ensure consistent implementation of a whole school instructional model for teaching and learning using SAMR and Effective Lesson Structure.	To increase the Attitudes to School Survey (ATSS) in the area of stimulating learning to 4.1 (2015 = 3.1)
			50% of students to be in bands 4/5/6 in reading and numeracy in NAPLAN
			At least 50% of students achieving A/B in the writing and number domains of AusVELS/ Vic. Curriculum
			To increase the ATSS in the area of teacher effectiveness to 4.4 (2015 = 3.3)
To improve student learning through increased student voice, motivation and learning confidence.	Setting expectations and promoting inclusion - Intellectual engagement and self- awareness (Positive climate for learning)	Increase opportunities for all students to develop creativity, curiosity and deep learning.	To increase the ATSS in the area of student motivation to 4.5 (2015 = 4.1)
		Increase opportunities for student voice and feedback to improve learning.	To increase the ATSS in the area of learning confidence to 4.1 (2015 = 3.7)
			For student absences to be no more than 15 days per full time equivalent (2015 = 16.4)
To provide a supportive learning environment for all students.	Empowering students and building school pride – Health and Wellbeing (Positive climate for learning)	Establish and embed a consistent, whole school model of student wellbeing	To increase the Parent Opinion Survey General Satisfaction response to 5.8 (2015 = 5.6)
			To increase the Attitudes to School Survey (ATSS) in the area of student distress to 5.9 (2015 = 5.5)
			To increase the ATSS in the area of student morale to 5.7 (2015 = 5.4)
			To increase the ATSS in the area of school connectedness to 4.3 (2015 = 3.7)

