

**Willow Grove Primary School 2520 Strategic Plan 2016-2019**

<b>Endorsement</b>	<b>Re-Endorsement</b> (if a Goal, KIS or Target is changed)	<b>Re-endorsement</b> (if a Goal, KIS or Target is changed)
Principal: <i>B. Dawson</i> Brendan Dawson - 15/03/16	.....[name] ..... [date]	.....[name] ..... [date]
School council: <i>A. Balfour</i> Andrew Balfour – 15/03/16	.....[name] ..... [date]	.....[name] ..... [date]
Delegate of the	.....[name] ..... [date]	.....[name] ..... [date]
Secretary: <i>R. Juratowitch</i> Rob Juratowitch – 29/04/16		

School vision <i>Under review in 2016</i>	School values <i>Under review in 2016</i>	Context and challenges	Intent, rationale and focus
<p><i>At Willow Grove Primary School we create a caring and challenging learning environment that engages, stimulates and supports all students to achieve their personal best and become valued members of the community. We aim to develop our students as lifelong learners who are articulate, confident and socially responsible.</i></p>	<p><i>The following values emphasise the ethos of our school and how all members of the school community should conduct themselves.</i></p> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li><i>Respecting oneself whilst recognising and accepting the differences in ability, race, religion and beliefs of others</i></li> <li><i>Responsibility for the community and environment</i></li> </ul> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li><i>Developing and acquiring knowledge, skills, values and attitudes</i></li> <li><i>Working towards excellence</i></li> <li><i>Reflecting on their own learning</i></li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li><i>Learning together to achieve the best possible outcomes for all</i></li> <li><i>Working to together to achieve a goal</i></li> <li><i>Supporting each other</i></li> <li><i>Being a flexible team member</i></li> </ul> <p><b>Honesty</b></p> <ul style="list-style-type: none"> <li><i>Truthfulness and open communication at all times</i></li> <li><i>Being relied upon to do the right thing</i></li> <li><i>Being accountable for our actions</i></li> </ul> <p><b>Persistence</b> <i>Striving to be your best at everything you undertake</i></p> <ul style="list-style-type: none"> <li><i>Completing what you have started</i></li> <li><i>Learning to problem solve</i></li> </ul> <p><i>As a school community, we promote the application of these values in everyday dealings with each other and in the development of our programs and policies.</i></p>	<p>Willow Grove is a small rural school situated in the Baw Baw Ranges and overlooking the Blue Rock Dam. It is surrounded by the scenic and rich dairying and horticultural area of West Gippsland. We are very privileged to live and work in this beautiful part of Gippsland.</p> <p>Our school is proud to be an integral part of the Willow Grove Community and value the support we receive from this family orientated and community focussed area. We encourage the support and partnership of parents and recognise that together we have a unique role to play in ensuring that our school continues to be a safe and supportive environment where learning, play and fun are celebrated.</p> <p>Our enrolments are primarily drawn from our local community and surrounding areas and we have a strong relationship with Willow Grove Kindergarten. Our school is defined as having an SFO of .51. Our current student population is 79 for 2016.</p>	<ul style="list-style-type: none"> <li>When teaching and learning protocols and practices are adopted across all classrooms, then in-class variability is reduced and student achievement will increase.</li> <li>When teachers continue to develop their knowledge and gain new understandings from current best practice then students' learning continues to develop.</li> <li>When teachers develop deeper understandings of curriculum standards and the learning continuum and refine an evidenced based approach to planning and practice in literacy and numeracy then opportunities for increased student outcomes is likely to occur.</li> <li>When teachers reflect on student performance and purposefully act on data and evidence about learning, then the student learning experience is enhanced and outcomes improve.</li> <li>When the data from accurate assessment of student work is used to monitor, provide feedback about, and enhance student performance then students' learning outcomes improve.</li> <li>When students see themselves as lifelong learners, having input into their learning journey and taking ownership of their learning, they are able to achieve their goals.</li> <li>When the school can develop a culture whereby students have the attitudes and skills – independence, resilience and flexibility, when they are prepared to have a go, see mistakes as a learning opportunity, have an inquiring mind and curiosity - then they will become successful learners, engaged with the task and engaged with the community of the school.</li> <li>When schools and teachers prioritise high expectations for themselves and for their students, then all students will experience a learning environment where they can excel.</li> <li>When the school's values, vision and purpose reflect the attributes that have been shown are the qualities student need to succeed in the workplace and in life, and when we ensure that the values are well known by all stakeholders and align with our behaviour management program, then we provide optimum conditions for students to succeed.</li> <li>When schools and teachers foster a safe and supportive environment and culture, one that promotes positive, respectful relationships and explicitly teaches behaviours that are linked to the school's values, students will experience higher levels of social and emotional wellbeing.</li> <li>Explicitly teaching the schools values prepares students to be equipped with the skills, knowledge and attributes that will allow them to develop successful relationships.</li> <li>In order for the school to achieve its goals and targets it is necessary to align the available resources with the strategic intent of the School Strategic Plan. The strategic intent of the school requires resourcing in order to build staff capacity to bring about the whole school development that is envisaged in order to lift student achievement across the school.</li> </ul>



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 maximise student individual learning growth in Reading and Number and Algebra.	Building Practice Excellence (Excellence in Teaching and Learning)  Setting Expectations and Promoting Inclusion (Positive Climate for Learning)	<ol style="list-style-type: none"> <li>1. Develop and implement a whole school fully documented curriculum in Reading and Numeracy, based upon the new Victorian Curriculum.</li> <li>2. Develop an approach to staff development centred on the Professional Learning Team model, which ensures that new approaches are understood and agreed, that arrangements for program planning and assessment are consistent across the school and that all are held accountable.</li> <li>3. Ensure that the learning progress of all students is tracked throughout their school life at Willow Grove PS. This will include the review and further development of the assessment schedule, assessment and moderation practices together with a sound knowledge of the progression points of the Victorian Curriculum.</li> <li>4. Expand our Tier 2 'Response to Intervention Framework' in the area of Reading and develop Tier 3 Reading Interventions across the whole school to ensure that support for all students is targeted at their point of need and based on evidence.</li> </ol>	<p>By 2019, 75% or more of students will make medium or high growth in NAPLAN Reading and Numeracy from Years 3-5 (and Years 5-7). (In 2015, 50% of students are achieving medium or high growth)</p> <p>By 2019, ensure that all students make at least one year of growth for one year of school in Reading and Number and Algebra as measured against Victorian Curriculum standards.</p> <p>By 2019, there will be strong alignment between teacher judgements against the Victorian Curriculum and external benchmarks in Reading and Number and Algebra.</p>
To create independent learners with high levels of intrinsic motivation by increasing student voice.	Building Practice Excellence (Excellence in Teaching and Learning)  Setting Expectations and Promoting Inclusion (Positive Climate for Learning)	<ol style="list-style-type: none"> <li>1. Develop a whole of school, consistently implemented, approach to teaching and learning based on a growth mindset and high expectations for all, which includes student voice in the setting of goals and targets, learning intentions and success criteria.</li> <li>2. Continue to build the capacity of students to be independent learners who are socially responsible and respectful in all their relationships through the development of a documented curriculum for the areas of Critical and Creative Thinking and Personal and Social Capability under the Victorian Curriculum.</li> </ol>	<p>By 2019, Stimulating Learning, Student Motivation and School Connectedness, will have increased above the 75<sup>th</sup> percentile as measured by the Parent Opinion Survey (in 2015, Stimulating Learning 52.4%, Student Motivation 46%, School Connectedness 22.8%)</p> <p>By 2019, Stimulating Learning, Student Motivation and School Connectedness, will have increased above the 95<sup>th</sup> percentile as measured by the Student Attitudes to School Survey (in 2015, Stimulating Learning 74.5%, Student Motivation 89.8%, School Connectedness 71.1%)</p> <p>By 2019, Student Morale will have increased above the 75<sup>th</sup> percentile as measured by the Student Attitudes to School Survey (in 2015, Student Morale 57.2%)</p>
To develop and embed the school's vision and values system across the whole school community.	Building Practice Excellence (Excellence in Teaching and Learning)  Setting Expectations and Promoting Inclusion (Positive Climate for Learning)	<ol style="list-style-type: none"> <li>1. Refine the school's vision, values and purpose, ensuring that they reflect the qualities students need to be successful in the workplace and in life. (When we ensure that the values are well known by all stakeholders and align with our behaviour management program, then we provide optimum conditions for students to succeed).</li> <li>2. Continue to develop leadership opportunities for students from across the school.</li> </ol>	<p>By 2019, Student Motivation and School Connectedness, will have increased above the 75<sup>th</sup> percentile as measured by the Parent Opinion Survey (in 2015, Student Motivation 46%, School Connectedness 22.8%)</p> <p>By 2019, Teacher Morale will have increased above the 75<sup>th</sup> percentile as measured by the Parent Opinion Survey (in 2015, Teacher Morale 41.4%)</p> <p>By 2019, Teacher Empathy will have increased above the 95<sup>th</sup> percentile as measured by the Student Attitudes to School Survey (in 2015, Teacher Empathy 74.8%)</p> <p>By 2019, all factors under Student Relationships (Classroom Behaviour, Connectedness to Peers and Student Safety) will have increased above the 95<sup>th</sup> percentile as measured by the Student Attitudes to School Survey (in 2015, Classroom Behaviour 69.9%, Connectedness to Peers 89.5%, Student Safety 88.5%)</p>





Framework for Improving Student Outcomes

Published: February 2016

