

**School Strategic Plan for  
Wodonga PS  
0037  
2015 - 2018**



**Engage Learning, Expand Minds**

**Endorsements**

<p>Endorsement by School Principal</p>	<p>Signed and dated..... Name.....</p>
<p>Endorsement by School Council</p>	<p>Signed and dated..... Name..... 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..... Name.....</p>



*Student: "I can explain and reflect my learning pathway. I use the Visible Learning tools to be responsible for my learning progress."*

*Teacher: "Visible Learning Teachers encourage students to use Visible Learning tools to empower their learning. Teachers collaborate and reflect upon their practice to maximise student outcomes"*

*Community: "The WPS community understands that the Visible Learning tools support students in becoming successful lifelong learners. Our community encourages and promotes the use of Visible Learning at home and school."*

## School Profile

<p><b>Purpose</b></p>	<p>Wodonga Primary School Educational purpose is:</p> <p><b>Engage Learning, Expand Minds</b></p> <p>This purpose strives to articulate our commitment to Wodonga PS as a place of learning. We aim for all stakeholders to engage in their learning and to have the mind-frame to look outside of their current understandings. At Wodonga PS, we believe that our Educational Purpose is relevant to all stakeholders: students, staff and community members. We promote learning across all aspects of our school.</p>
<p><b>Values</b></p>	<p>Our Vision Principles outline the important elements of our school values. The Vision Principles are:</p> <p>Community – a sense of belonging, commitment and shared responsibility</p> <p>Culture – shared vision to achieve success</p> <p>Curiosity – wondering about the world, seeking to discover</p> <p>Challenge – high expectations, an ambition to achieve</p> <p>These Principles define our school priorities and create specific foci with our school curriculum and community</p>
<p><b>Environmental Context</b></p>	<p>Wodonga Primary School is a long standing government primary school held in high esteem by the community located in the growth corridor of the North East Victoria on the Wiradjuri Tribal lands. The school community is becoming more multicultural, embracing a diverse social economic population that maintains inclusive enrolment status.</p> <p>Wodonga Primary school's demographics are constantly shifting and changing. In 2014, over a third of our students are from a low socio economic background (39%). The percentage of students on the Disability and Impairment program is 3.4%, while 6.5% of our students are indigenous and 7.6% are from a non-English speaking background. Student numbers transitioning from other schools have increased. The school has responded to these specific student needs via employment of Koori Engagement Officer, Defence Transition Aide, English as a Second Language Support, Chaplain and Primary Welfare Officer.</p>
<p><b>Service Standards</b></p>	<ul style="list-style-type: none"> <li>• <i>Wodonga Primary School is a Visible Learning school where learning pathways are available for students and the community.</i></li> <li>• <i>Wodonga Primary School fosters close links with parents and stakeholders through our focus on Community</i></li> <li>• <i>Wodonga Primary School commits to the active sharing of its vision and goals to ensure a strong school Culture</i></li> <li>• <i>Wodonga Primary promotes an inclusive curriculum that challenges all students and meets their individual needs</i></li> <li>• <i>Wodonga Primary School values the empowerment of learning to students in response to their Curiosity</i></li> </ul>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>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.</p>	<p><u>NAPLAN</u> Continue upward trend in Numeracy, Reading and Writing</p> <p><u>Progress</u> For all staff to focus on student achievement via the angular analysis of quadrant data.</p> <p><u>Curriculum</u> Progress monitored in Discovery Units to support accurate assessment and reporting</p> <p><u>Visible Learning</u> Enhance use of Visible Learning language with our wider school community.</p>	<p>To improve 5 year trend NAPLAN data by 10 points in the mean score in reading, writing and numeracy via continued Writing focus and Reading</p> <p>12 months of teaching to equal 12 months of progress/learning. Minimum of 0.4 effect size on diagnostic data.</p>	<p>Professional Development for staff in Numeracy and Literacy Whole Small Whole structure for Maths</p> <p>Consistent pedagogy across school via coaching/Visible Learning</p> <p>Pathways embedded in classrooms and specialist areas</p> <p>Challenge teachers by quadrant data to identify point of need</p> <p>Collaborative planning used to enhance academic results</p> <p>Review Assessment sources</p> <p>Consistent approach to Discovery Units</p> <p>Use of E-learning tools to promote Numeracy and Literacy</p>

<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to, and engaged in their learning, and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To further improve student engagement and student motivation through Visible Learning tools</p> <p>To enhance parent understanding of Visible Learning</p> <p>To enhance transitions both within and outside of WPS</p>	<p>Students to drive the use of pathways in their own learning journey evidence by:</p> <ul style="list-style-type: none"> <li>• Connectedness and Attitudes to School data</li> <li>• Parent surveys</li> <li>• Attendance data at 95% across all years.</li> <li>• Event attendance</li> <li>• Responses to surveys</li> </ul> <p>Improvement in student motivation on parent survey (50%) and student survey</p> <p>Connectedness to peers to be at 60%</p> <p>School connectedness to be at 60%</p>	<p>Increase student input to pathways</p> <p>Student portfolio/journal</p> <p>Analysis of data with students</p> <p>Awards (learner qualities)</p> <p>Assemblies</p> <p>Discovery units to reflect student input</p> <p>Collaborative discussions around motivation</p> <p>How to Learn booklet to include motivation</p> <p>Wellbeing unit on motivation</p> <p>Community forums – involving students</p> <p>Cross school visits including triads</p> <p>Aspirations focus</p> <p>Attendance awards</p> <p>e-learning use to promote motivation</p>
<p><b>Wellbeing</b></p> <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>To improve data related to student safety and wellbeing</p> <p>To ensure that consistent processes are implemented in relation to wellbeing across the school</p> <p>To enhance school understanding around wider community support for students at risk</p> <p>To support understandings of healthy lifestyles across school community</p>	<p>95% Attendance across all year levels</p> <p>Increase Parent survey response in Student Safety from 5.07 to 5.8</p> <p>Upward trend over 3 year period through Wellbeing survey (Student Safety)</p> <p>Increase Teacher survey response to Student safety</p> <p>10% reduction in tracked incidences over 3 year period</p>	<p>Responses to data evident in staff PLTs and collaborative planning</p> <p>Small group/individual support based on data across school</p> <p>Enhanced connections to school</p> <p>Staff induction highlights processes</p> <p>Effective ILIP development including behaviour growth</p> <p>Bullying processes refined</p> <p>Clarification of roles/process related to Primary Welfare Officer, D and I, Chaplain etc</p> <p>PD for staff on process such as attendance, bullying, behaviour management</p>

<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>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.</p>	<p>To continue school improvement by introducing staff structures that facilitate teacher development to support educational outcomes</p> <p>To develop school wide processes and understandings that monitor student progress data</p>	<p>Increase identified areas of need from the annual staff survey</p> <p>An increase of 5% achievement in Literacy and Numeracy</p> <p>Increase high progress data for high achieving students</p>	<p>Development of leadership model that responds to: Visible learning, ICT, collaboration</p> <p>Establishment of clear leadership vision for the school that is transparent and direct response to school needs. Forums include: leadership, vertical, teams, triads, collaboration etc</p> <p>Upskill teachers via Leading teacher coaching</p> <p>Continue triads to support growth</p> <p>E-learning vision statement for school</p>
---	---	--	--