**School Strategic Plan 2020-2024**

Warragul Primary School (2104)



Submitted for review by Scott Clode (School Principal) on 16 June, 2021 at 09:47 AM  
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 05 April, 2022 at 06:53 AM  
Awaiting endorsement by School Council President

**School Strategic Plan - 2020-2024**

Warragul Primary School (2104)

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| School vision | Warragul Primary School provides a supportive and challenging learning environment.  We celebrate success and respect the individual through our High 5 Expectations.  We welcome the active participation of parents and community members in our school.   High 5: Be Safe, Be Fair, Think, Learn and Care! |
| School values | Warragul Primary School values are expressed through the Statement of Expectations and High 5 Expectations which all students, staff and parents are asked to follow at all times:   High 5 Expectations: Be Safe, Be Fair, Think, Learn and Care |
| Context challenges | Warragul Primary School is located in the centre of the large provincial town of Warragul, in West Gippsland. As the first major school built in the West Gippsland area in 1878, WPS highlights a mix of historic architecture with new building design.   A distinguishing feature of WPS is the two campuses, an unusual situation for a primary school. The two campus school has an enrolment of approx. 215 students and enrolment has steadily increased with the influx of new families moving to the area. The Junior Campus has approximately 100 students from Prep to Year 2 and the Senior campus, has approximately 115 students from Year 3 to 6. The campuses are located across a roadway from each other and work together as a whole school with specialist facilities across both campuses accessed by all students and teachers. The Senior Campus main building houses the main administration area, library, 3 classrooms and a large shared learning area. The secondary building includes two classrooms and a multi-purpose room. The OoHC before and after school program is currently operated in the multi-purpose room. The Junior Campus has a large historic main building housing 4 classrooms, an art room and some general staff areas. A second building, constructed in 2003 comprises three classrooms and student bathrooms. The grounds of both campuses feature large playing spaces, playground equipment, play areas specifically designed for children and attractive garden areas.   Warragul Primary School students come from a range of family backgrounds. We have a SFOE index in the medium band. The school community members value and support the school in a range of ways including membership of School Council, assistance to attend camps and excursions, helping out with events such as tree plantings, cooking in classrooms, assisting with special activities to attending special events.   Warragul Primary School has 13.9 EFT teachers. Breakdown as of 2021: 10 classes, 3 specialist programs (Art, Physical and Sport Education and Chinese), learning support and Principal Class. We have had a significant change in teaching staff many of which were not part of the previous strategic plan period. Teachers work in Professional Learning Teams (PLCs) and focus strongly on professional development and teaching strategies. The Education Support Staff work in teams based on their area of work i.e. Administration or Integration. The School Leadership team focuses on Strategic Plan implementation and overall school direction and organisation. |
| Intent, rationale and focus | Our PLC Vision: A culture of collaboration and high expectations.   Our intent is to create a learning environment that maximises the outcomes for all of our students. To achieve this we strive to develop responsible, self-directed and independent learners. Our teachers will continue to work collaboratively in PLC teams. Our priority is to engage in regular collaborative professional learning that enhances pedagogical content knowledge and understanding of teaching and learning. The analysis of whole school, cohort and individual data is imperative in targeting the learning needs for all students.  Promoting student voice and agency in their learning will be a key focus in developing active learners and improving student outcomes. |

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| **Goal 1** | To improve student learning outcomes in English and Mathematics from Foundation to Year 6 |
| Target 1.1 | **Reading:**   * NAPLAN benchmark growth for Year 5 Reading to increase from 18 per cent (2019) to at least 25 per cent. * Increase the top two bands of NAPLAN Reading at Year 5 from 33 per cent to 35 per cent. * Teacher Judgements – Growth – increase the ‘above expected’ growth in Reading Year 1-6 from 10 per cent (2019) to 20 per cent |
| Target 1.2 | **Writing:**   * NAPLAN benchmark growth for Year 5 Writing to increase from 14 per cent (2019) to at least 20 per cent. * Increase the top two bands of NAPLAN Writing at Year 5 from 0 per cent (2019) to 15 per cent. * Teacher Judgements – Growth – increase the ‘above expected’ growth in Writing Year 1-6 from 15 per cent (2019) to 20 per cent |
| Target 1.3 | **Mathematics:**   * NAPLAN benchmark growth for Year 5 Numeracy to increase from 20 per cent (2019) to at least 25 per cent. * Increase the top two bands of NAPLAN Numeracy at Year 5 from 13 per cent (2019) to 20 per cent. * Teacher Judgements – Growth – increase the ‘above expected’ growth in Number and Algebra Year 1-6 from 15 per cent (2019) to 23 per cent |
| Key Improvement Strategy 1.a Building leadership teams | Develop the leadership capacity of all school leaders to improve consistency and shared accountability. |
| Key Improvement Strategy 1.b Building practice excellence | Develop and embed a Professional Learning Community culture across the school. |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | Refine and embed a Warragul Primary School teaching model to ensure high-quality, evidence-based teaching practice in all classrooms. |
| Key Improvement Strategy 1.d Curriculum planning and assessment | Develop assessment practices to support informed planning and respond to the needs of all learners. |
| **Goal 2** | To improve student capacity to be responsible, self-directed and independent learners. |
| Target 2.1 | Using data from the ATSS – improve the percentage of positive responses on survey item-   * ‘Student voice and agency’ from 70 per cent (2019) to 80 per cent. * ‘Sense of confidence’ from 74 per cent (2019) to 85 per cent. * ‘Resilience’ from 84 per cent (2019) to 90 per cent. |
| Target 2.2 | Using data from the Parent Opinion Survey – improve the proportion of positive responses to the item   * ‘Student voice and agency’ from 80 per cent (2020) to 85 per cent. |
| Target 2.3 | Reduce the average days absent per annum from 20.1 (2019) to 18.5. |
| Key Improvement Strategy 2.a Building practice excellence | Develop the knowledge and capacity of staff to understand and activate student agency in learning. |
| Key Improvement Strategy 2.b Empowering students and building school pride | Develop the capacity and willingness of students to challenge themselves as learners and to manage and monitor their own learning. |
| Key Improvement Strategy 2.c Parents and carers as partners | Develop best practice approaches to managing attendance. |