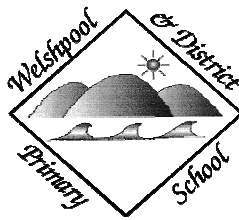


# Welshpool & District Primary School 5396

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## School Strategic Plan 2008 -2011




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<b>Endorsement by School Principal</b>	SIGNED..... NAME..... DATE.....
<b>Endorsement by School Council</b>	SIGNED..... NAME..... DATE.....  School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
<b>Endorsement by Regional Director (or nominee)</b>	SIGNED..... NAME..... DATE.....

# School Profile

<p><b>Purpose</b></p>	<p>Welshpool &amp; District Primary School aims to challenge, motivate and ensure that all students experience success and achievement. The school is dedicated to providing a comprehensive education for all students enabling them to reach their full academic, social and physical potential.</p>
<p><b>Values</b></p>	<p>At Welshpool &amp; District Primary School we value:</p> <ul style="list-style-type: none"> <li>• Equality of opportunity for all children, irrespective of class, gender, family background, race or religion in order to achieve maximum personal and academic growth</li> <li>• Effective communication between individuals and groups that enable friendly and valuable relationships within the school, its neighbourhood and the general community</li> <li>• Children's ability to achieve their potential academically, physically and socially</li> <li>• Partnerships with parents and family, which encourage students to become increasingly independent, responsible and compassionate individuals with a positive attitude to life.</li> </ul>
<p><b>Environmental Context</b></p>	<p><b>Social:</b> The area's employment opportunities, reflect the occupations of the school community. Fishers, dairy farmers and truck drivers are in the main the largest occupation groups within the school community. In 2007 the school enrolment has dropped significantly. This is mainly due to a large year 6 exit and a small Prep intake. Lower than usual enrolments seem likely over the next review period.</p> <p><b>Environmental:</b> Toora and Alberton Primary Schools, each with comparable school populations, neighbour Welshpool to the west and east respectively. The school comprises a mixture of historic buildings and relocatable classrooms with a multi-purpose hall planned to be completed shortly</p> <p><b>Educational:</b> Recently accredited as a Performance &amp; Development Culture school the Principles of Learning and Teaching have been adopted across the school and enhanced curriculum planning and pedagogical development in the three strands of VELLS.</p> <p><b>Technological:</b> Presently the school in the process of providing interactive whiteboards for all classrooms. Each classroom also has computer access for students at a ratio of approximately 1:3 as well as an ICT facility. Strategic use is made of appropriate peripherals, software and online curriculum resources.</p>

# Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	To improve the student achievement standards in literacy and numeracy with particular reference to the <b>writing</b> dimension of English and the <b>number</b> dimension of Mathematics. .	<ul style="list-style-type: none"> <li>• 80% of students across the school will reach or exceed the expected standards as outlined in VELS, in the writing and the number dimension</li> <li>• 20% of students will exceed the expected standard in writing and number</li> <li>• Less than 5 % will be well below the expected standards in writing and number.</li> <li>• Year 3 AIM Reading and Mathematics data to increase the mean score to 2.2 or better and the Writing score to 2.3 or better.</li> </ul>	<p>Adopting the Principles of Learning and Teaching (PoLT) with a continuing strong focus on the Thinking Oriented Curriculum and developing the pedagogical knowledge of teachers in relation to the teaching of writing and number.</p> <p>Catering for different preferred student learning styles and exploring the use of ICT to engage students in writing and number particularly in relation to reluctant writers and boys.</p> <p>Further moderation activities in relation to the Victorian Essential Learning Standards particularly through links with other schools in the cluster</p> <p>Enhancing the profile of writing in the school.</p>
<b>Student Engagement and Wellbeing</b>	To strengthen the students’ sense of social awareness, connectedness to school and to teachers, and to promote a stronger sense of engagement in their learning.	<ul style="list-style-type: none"> <li>• ‘Feelings About Yourself’ and school survey.</li> <li>• Teacher effectiveness mean to 4.2 (current 3.71) Stimulated learning to 3.8 (current 3.13) School connectedness to 4.1 (current 3.22) and learning confidence to 3.9 (current 3.48)</li> <li>• Parent survey to improve variables of School Improvement to 5.7 (5.46), Behaviour management to 5.5 (5.2) Classroom behaviour to 4.1 (3.55) School connectedness to 5.8 (5.6) and General satisfaction to 5.8 (5.7)</li> <li>• Attendance targets to seek to reduce every student cohort to absence rates of below 12 at each year level.</li> </ul>	<p>Delivering a curriculum based on the Principles of Learning and Teaching that is challenging, relevant and strongly based on student interests.</p> <p>Enhance school capacity to improve student engagement and wellbeing.</p> <p>To further develop role clarity, and participative decision making and a clearly developed statement of staff roles and responsibilities.</p> <p>To strengthen student understanding of the importance of education.</p> <p>To strengthen the value placed by parents on the importance of the education of their children.</p> <p>Introduce additional strategies or programs to further reduce absenteeism</p>
<b>Student Pathways and Transitions</b>	To develop a pathways and transition goal to improve the home to school transition for those children who are not enrolled at kindergarten and to provide opportunities to broaden the social and academic world of students in this slightly isolated setting.	<ul style="list-style-type: none"> <li>• 75% of preps reading at text level 5, 75% Of year 1 students (deemed capable) to read text level 15 with 90%+ accuracy and 90% of year 2 students reading at text level 20.</li> <li>• Parent Survey variables Transitions, School Improvement and School Connectedness to be all over 5.70</li> </ul>	<p>Facilitate the establishment of a pre-prep program (play group, library/literacy group) on one or more non-kindergarten mornings each week in term 4, for those children eligible for school in the following year.(whether at kindergarten or not)</p> <p>Encourage the parents of these groups to attend the school at the same time as the children attend the pre-prep program.</p> <p>To further expose students to a wide range of social and educational experiences beyond the school</p> <p>Ensure that all communications with parents are positive, informative, interesting and welcoming.</p>