

WALKAWAY PRIMARY SCHOOL



Strategic Plan
2016-2018



Our vision is to foster an environment where students develop self worth, independence and cooperation. It is a place where staff and the school community strive to provide the best learning environment for all students' educational needs. The school encourages all parents to actively participate in their children's education and development.

Our purpose is to challenge students so that they can maximise educational opportunities, develop social, physical and creative abilities and skills that promote respect for others and enable them to be responsible and contributing members of society.

Our Ethos

We strive to develop a natural learning - teaching environment that is functional, healthy and safe enabling students to strive to reach their potential and to become responsible citizens in our society.

The cooperative learning environment, using Multi-Age Groupings, encourages self-discipline and excellence, recognises individual worth, promotes respect and trust and provides regular feedback and reinforcement.



OUR BELIEFS

Students learn best when they-

- Feel healthy, happy and safe
- Build positive relationships
- Are engaged in learning
- Confidently take risks
- Are intrinsically motivated
- Receive regular, timely feedback
- Attend school regularly

Staff are committed to-

- Personalised learning to be inclusive of students' needs and interests
- Working collaboratively towards common goals
- Being aware of our students social and emotional needs
- Implementing a restorative justice approach to teaching and learning
- Personal growth through networking and professional learning

The school community is committed to-

- Promoting excellence in teaching and learning
- Building positive partnerships to enhance learning outcomes
- Working with the school collaboratively to reflect on the school's performance in order to plan for and deliver improvements

ABOUT US..

Walkaway is a small rural town twenty-eight kilometres south of Geraldton. The current Walkaway Primary School has been in its present location in the town of Walkaway since 1966.

The school caters for students from Kindergarten to year 6. Many of the seventy six students at the school are from the more traditional farming areas, some are from the small township and some are from smaller properties in the area. There are two bus routes servicing the outlying areas.

The school is located in the township area surrounded by wheat paddocks. It has shady trees and areas of well established gardens, green grass and a large reticulated oval.

The school has a dedicated, stable and experienced staff who, in a series of multi aged classes, provide comprehensive, individualised programs which ensure the best learning outcomes for all children. Classroom programs are supplemented with specialist programs in the areas of Visual Arts, Health and Physical Education. The school enjoys great stability in a quiet and attractive learning environment.



We have a firm belief in fostering leadership in our senior class. Our Year 6 students add value to our school as Ambassadors, with a variety of leadership and public speaking roles, and build a strong relationship with our juniors as learning buddies.





The school has a clear set of expectations of student behaviour that are explicitly taught. Social skills and active Citizenship are highly valued with incidents of bullying or misbehaviour kept to a minimum. The sense of community with older students working and looking after younger students gives the school a real family atmosphere.

We are **RESPONSIBLE**
Always show **RESPECT**
Learn, to **ACHIEVE** our best
Keen to **COOPERATE**



We are committed to building strong and positive relationships with our families and the Walkaway community. The school has established a website where parents, family members and the wider community can access information about upcoming events, school newsletters, calendars and much more. There is also a Facebook page which allows for consistent communication and celebration of our school events.

The P&C association is very strong and active in supporting many school activities and fundraising to enable the school to have facilities which include a large art and technology shed, brick paved eating areas, many ipads and interactive technology in all classrooms.

Index of Community Socio Economic Advantage (ICSEA)

The Average ICSEA across Australia is 1000. Walkaway Primary School has an ICEA of 1009. When like school comparisons are made in this document it refers to other schools with a similar ICSEA. All targets are achievable by 2018.

Student Improvement - Success for All Students

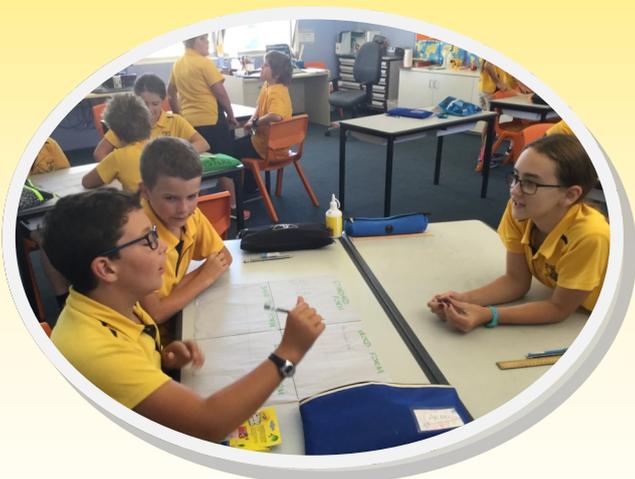
The Australian Curriculum provides a balanced curriculum for all students. At Walkaway Primary School we are committed to meeting the needs of each individual student. It is our goal to use both physical resources and our experienced and dedicated staff to maximise students' learning opportunities, allowing each child to experience academic success.

Target: By 2018 continue to decrease students in the bottom 20% in NAPLAN Numeracy, Reading, Writing, Spelling, Grammar and Punctuation with an aim to compare with or better than like schools, WA schools and Aust mean.

Target: (2018) By the end of 2018, increase percentage of students in the top two bands in all areas.

Target: (2018) For 80% students to demonstrate high or very high progress from On-Entry to NAPLAN Year 3 and from Year 3 to Year 5.

- Whole school literacy and Maths blocks.
- Focus on STEM in the early years, particularly numeracy, creative problem solving and coding skills.
- Intervene to accelerate progress for students in Year 2 and Year 4 at risk of not achieving NAPLAN standards.
- Set improvement targets against achievement standards and comparative data of like schools, all WA public schools and all Australian schools..
- Education Assistant support in each classroom.
- Data collection and analysis each term using the Assessment Schedule.
- Use NAPLAN Yr 3 and Yr 5 results to identify strengths and areas of need to focus teaching on. Plan specific targeted intervention for groups of students or individuals.
- Touch typing skill development
- Use SEN online planning documents for IEPs and IBPs.



Performance Indicators

- NAPLAN data
- School Maths and English Assessment schedules
- Program implementation review



Maintain a Strong Focus on Raising Levels of Achievement in Early Childhood Education and throughout Primary years

Target: All students perform at or above on On-Entry assessments in Pre-primary, Year 1 and Year 2 in 2018.

Target (2018): For all students to demonstrate expected or above progress in all areas of On-Entry testing.

- Raise expectations of student achievement and provide a structured explicit program to meet the requirements of the Australian Curriculum.
- Provide opportunities for students to extend their learning.
- Maintain Kindy induction program.
- Use On-Entry PP-2 information to identify and plan for at risk students and to inform the teaching program.
- Provide parent opportunities to develop home school relationships.
- Foster support for literacy and learning in the home.
- Support teacher and EA development by attendance at network meetings and PL opportunities.
- Continue to increase the use of ICT and STEM initiatives.



Performance Indicators

- On Entry data
- NQS Checklist
- Parent Feedback
- Staff Feedback

High Quality Teaching— A relentless focus on the best possible teaching practices

Target: Implement Whole School strategies, including behaviour management, explicit instruction, comprehension strategies, building consistency across the school

- Promote higher level thinking skills using a wide variety of instructional strategies.
- Build practices to ensure routine use of relevant data, and analysis and diagnosis of the impact of teaching.
- Self-assess teacher practice against national standards and student achievement to improve performance.
- Continue to increase the use of ICT and STEM initiatives. Participate in Network IT group plus projects in the district.
- Employ an evidence based approach in teaching practice to deliver high quality instruction with a problem solving inquiry approach.
- Develop a pedagogical approach to ensure consistencies are evident across classrooms, with a focus on Explicit Teaching (WALT and WILF, Warm Ups)
- Introduce classroom observations both within and across schools to build best practice
- Embed strong performance management processes, with clear links to professional learning building understandings in identified areas of development



Performance Indicators

- NAPLAN data
- Staff Feedback
- Classroom observations
- Ongoing Performance Management of staff aligned to the AITSL standards
- Records of Professional Development

Effective Leadership– Building a Positive and Caring School Culture And Strong Governance and Support– A capable and responsive organisation for now and into the future

Target: Strengthen school performance, respond to surveys and implement system requirements.

Target: (2018) To increase attendance to equal or be higher than like schools or WA State Schools.

- Promote and strive for high quality teaching and leadership with continued professional learning.
- Surveys conducted annually. Seek feedback and actively respond to surveys of students, staff and parents as part of school assessment.
- Build a culture of high expectations and high performance.
- Ensure a high standard of professional conduct and ethics are adhered to at all times.
- Develop a collaborative culture where staff feel valued which is inclusive of student needs and responsive to parent inclusion.
- Implement initiatives from the Attendance Toolkit to build more consistent attendance
- Update Behaviour Management Plan including PBS.
- Develop understandings of Aboriginal Cultural Standards, embedding them in teaching and learning programs
- Implement the Child Protection Policy
- Prepare for the introduction of NAPLAN online in 2019
- Provide leadership opportunities for Year 6 students through the Ambassador program
- Induction Program for School Council Members

"I like that it is a small school, but you have enough people to play with and that there are few or no bullies."

"What I like about Walkaway is that we are all kind and caring and it gives you a good education...it gets you ready and prepares you for high school and the teachers aren't too strict or boring."

Performance Indicators

- School Attendance Data
- PBS Data
- School Ambassador Program and Feedback
- NSOS Data
- School Council Effectiveness Survey

OVERVIEW OF SELF-ASSESSMENT

At Walkaway Primary School rigorous self-assessment processes are a key component of our planning and improvement cycle. Informed judgements about the standards of student achievement and the effectiveness of school processes in maximising student achievement are regularly and consistently made.

Our staff are active participants in the collection, analysis and ongoing review of school data and contribute to planning for improvement processes, both academic and non-academic. A wide range of data is critically assessed.

When	What	Why
Term 1 and 4	On Entry Assessment	Assists to identify student needs of PP cohort (Module 1) and evaluate the effectiveness of the PP program and individual student progress and achievement at Year 1 (Module 2), then in Year 2 (Module 3 Term 1; Module 4 Term 4)
Term 3 and 4	NAPLAN	Analysis of students across Years 3 and 5 in Reading, Writing, Language Conventions and Numeracy is used to set targets for student achievement in School Operational Plans and identify areas of student strength and areas requiring additional focus
Termly	PBS Data	Provides feedback about the effectiveness of the whole school behaviour management and PBS plan.
Term 2 and 4	Attendance Data	Identifies students at risk of under-performing due to poor attendance rates
Termly	NQS Audit	Provides assessment of the quality of Early Childhood Education against a national standard and enables the school to plan for future improvement
Term 3	School Community Surveys (NSOS)	Provides feedback from parents, staff and community about their attitudes and perceptions of the school and its programs
Termly	School Plans Review	Ongoing review of the school's strategic and operational plans ensures ongoing adherence, monitoring, self-reflection and goal setting



JARGON BUSTER

AITSL— Australian Institute for Teaching and School Leadership—This Institute provides the professional standards by which teachers and school leaders reflect on their practice

Band—This is a data set that indicates a level of achievement above, at or below the National Minimum Standard (NMS)

Like Schools—Statistically and demographically similar schools based on a range of nationally collected data

NAPLAN—National Assessment Program Literacy and Numeracy

NMS—National Minimum Standard (applies to NAPLAN data)

On Entry—This is the assessment undertaken by all students enrolled in the first compulsory year of schooling to establish baseline information about the literacy and numeracy attainment at the start of Module 1. It is anticipated that all students attain a 1.0 progress point by the end of the Pre-Primary Year. Testing is ongoing in Year 1 and Year 2 to monitor ongoing progress

PBS—Positive Behaviour in Schools program

NSOS—National School Opinion Survey—these surveys are distributed either electronically or in printed form to staff, students and parents to seek feedback on the school's performance