

# School Strategic Plan 2024-2028

Whorouly Primary School (1373)



Submitted for review by Pauline McPherson (School Principal) on 20 January, 2025 at 09:43 AM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2024-2028

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<p><b>School vision</b></p>	<p>To continually develop an engaging learning environment that promotes academic success along with social and emotional wellbeing, where all students are supported to reach their full potential to enable them to function effectively in a global community.</p> <p>To ensure that the values and beliefs of our school reflect those of the broader Whorouly Community.</p>
<p><b>School values</b></p>	<p>Our mission is to provide a safe and inclusive learning environment for our students to become the best version of themselves socially, emotionally and academically.</p> <p>The following values underpin the beliefs of the Whorouly Primary School community and provide the basis for our actions:</p> <p>Learning: Acquiring academic, social, physical and emotional knowledge and skills.</p> <p>Relationships: Developing authentic relationships where mutual respect and support are promoted.</p> <p>Persistence: Cultivating a positive work ethic and managing challenging situations as they arise.</p> <p>Respect: Building respect for self and others, our community and the environment.</p> <p>Teamwork: Working co-operatively with others towards common goals.</p>
<p><b>Context challenges</b></p>	<p>Whorouly Primary School, located in the centre of the township celebrated 150 years of education in 2024 highlighting the importance of this key institution to the community. Students are drawn from the town itself and a school bus service transports students from the surrounding district. The students come from a wide range of families with diverse backgrounds. The school's main building includes a general office, principal's office, teacher resource room and staff facilities, library space, three classrooms and a large deck area provides an outdoor eating and learning area. Also located on the school grounds is an Art shed, a large, grassed playing area and adventure playground, a hard court, cubby, a kitchen garden and chook pen. A recently upgraded shaded outdoor learning and quiet space and new sports shed, enhance the school facilities. The Whorouly Pre-School is adjacent to the school grounds and allows for regular transition opportunities.</p> <p>Currently 30 students are enrolled at the school and enrolments remain stable. Classes are divided into a junior and senior class and part time specialist teachers deliver Library, Art, Italian, Music, Science and wellbeing programs. A chaplain offers pastoral care to students, families and staff and supports our wellbeing program. The Tutor Learning Initiative identifies students requiring additional support. Extra-curricular programs include camps, Arts performances, a Kitchen Garden Program, the Active at School program, Breakfast Club and cluster schools sporting events and activities. The school implements the Victorian Curriculum, including the revised Mathematics and English 2.0</p>

	<p>incorporating the explicit teaching of phonics. The curriculum is differentiated to meet student needs with all students having their own Individual Education Plan.</p> <p>The school is the base school for the Mobile Arts &amp; Crafts Centre (MACC), that services nine schools in the North East Victoria Region. The school works closely with our Oven Learning Community (OLC), a cluster of seven local schools, to strengthen professional learning opportunities for teachers, and to provide wider social interaction for students including camps, sporting opportunities and excursions.</p> <p>Our School Council run Outside School Hours Care (OSHC) program provides before and after school and kinder care and holiday programs. This program supports our local community and is vital in assisting our local children to attend their local school. Our school programs are very well supported by our local community members, and we highly value this support.</p> <p>Key challenges:</p> <ul style="list-style-type: none"> <li>• Initially a key challenge is to staff all teaching and support roles. In 2025 there will be a significant change in staffing across all aspects of the school. Therefore professional learning teams will need to focus on ensuring new staff are supported to implement the Whorouly Primary School Scope &amp; Sequence, Instructional Model, and Assessment Schedule to drive whole school improvement.</li> <li>• A new leader will strengthen teacher knowledge of the Maths Curriculum, numeracy fluency and goal setting through collaborative planning and consistency in planning documentation .</li> <li>• The new wellbeing leader will be supported to implement the PLC process with a focus on wellbeing, teaching our school values, the Respectful Relationships Program and implementing the Resilience Project.</li> <li>• Embedding clear and consistent processes for positive student behaviour and for students to develop a positive mindset re learning and relationships and improve attendance.</li> <li>• Strengthening teacher capability to provide effective feedback to students and activate student voice and learner agency to improve outcomes for students.</li> </ul> <p>An ongoing challenge is to continually promote the values and quality education offered at our school to ensure community support and encourage local families to send their children to our school. This will ensure we can maintain our current staffing, specialist programs and class structure.</p>
<p><b>Intent, rationale and focus</b></p>	<p>It is the intent of this school to continually develop an engaging learning environment that promotes academic success along with social and emotional wellbeing, where all students are supported to reach their full potential to enable them to function effectively in a global community and to ensure that the values and beliefs of our school reflect those of the broader Whorouly Community.</p> <p>The rationale for our focus throughout our next strategic plan period is based on the recommendations from the School Review Report as listed below, and our endeavour to achieve the intent of the school as written above.</p> <p>Extensive professional learning and the implementation of improved instructional practice has been undertaken with most targets from the previous SSP partially achieved. Current student growth measures indicate that progress was</p>

made in improving learning outcomes. Given the changeover of staff and continued professional learning required in curriculum content and instructional practice, continued focus on literacy and numeracy is required to enable further improvement in student learning outcomes.

An extensive focus on student wellbeing has been undertaken with the implementation of a range of strategies coordinated and supported by a mental health and wellbeing leader. A decrease in percentage of positive endorsement in Social Engagement, Safety and teacher-student relations modules of AtoSS indicates that continued work is necessary to positively impact improved student wellbeing outcomes.

In 2025 we will prioritise:

- Professional learning in curriculum content and instructional practice focusing on literacy and numeracy
- School Improvement Teams will use student assessment data both formative and summative, to inform planning for point of need teaching and build student learning goals.
- Wellbeing through the PLC focus, to improve wellbeing outcomes and
- The whole school implementation of The Resilience Project to encourage students to have a positive mindset and develop resilience, and to create a positive school culture.
- Building on our current family and community engagement

In 2026 the focus will be to strengthen teacher knowledge and practice to activate student voice and learner agency, incorporating effective feedback, so students can act as partners in improving outcomes.

By the end of 2026 all Key Improvement Strategies in the Strategic Plan will have been prioritised and there will be the opportunity in 2027 and 2028 to address ongoing key improvement strategies or new priorities.

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<b>Goal 1</b>	Maximise student learning outcomes in literacy and numeracy
<b>Target 1.1</b>	By 2028, increase the percentage of students achieving medium and high growth in NAPLAN Benchmark growth from xx% to xx% (to be confirmed in 2025)
<b>Target 1.2</b>	By 2028, increase the percentage of students achieving the 'At expected level' and 'Above expected level' against the Victorian Curriculum, including mathematics 2.0, according to Teacher Judgement in: <ul style="list-style-type: none"><li>• reading from xx% (2025) to xx% (2026–28 average) - to be confirmed when further data is available</li><li>• writing from xx% (2025) to xx% (2026–28 average) - to be confirmed when further data is available</li><li>• mathematics 2.0 from xx% (2025) to xx% (2026-2028 average) - to be confirmed when further data is available</li></ul>
<b>Target 1.3</b>	By 2028, increase the percentage positive responses in the Attitude to School Survey factors across a 3-year average: <ul style="list-style-type: none"><li>• Differentiated learning challenge from 70% (2022–24) to 78%</li><li>• Effective teaching time from 66% (2022–24) to 78%</li><li>• Student voice and agency from 50% (2022–24) to 62%</li><li>• Stimulated learning from 65% (2022–24) to 75%</li></ul>
<b>Key Improvement Strategy 1.a</b>	

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional practices</p>
<p><b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 1.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes</p>
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	

<p><b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen teacher capability to analyse and use learning data to inform differentiated learning.</p>
<p><b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Goal 2</b></p>	<p>Improve student wellbeing outcomes</p>
<p><b>Target 2.1</b></p>	<p>By 2028, increase the percentage positive responses in AtoSS factors across a 3-year average:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 69% (2022–24) to 74%</li> <li>• Teacher concern from 51% (2022–24) to 60%</li> <li>• Perseverance from 64% (2022–24) to 69%</li> <li>• Respect for diversity from 64% (2022–24) to 69%</li> </ul>

<b>Target 2.2</b>	<p>By 2028, increase the percentage positive responses in Parent/Carer Opinion Survey factors across a 3-year average:</p> <ul style="list-style-type: none"> <li>• Safety from 79% (2022–24) to 84%</li> <li>• Confidence and resiliency from 82% (2022–24) to 85%</li> </ul>
<b>Target 2.3</b>	<p>By 2028, decrease the percentage of students with 20+ days absent per year across a 3-year average from 40% (2022–24) to 35%.</p>
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices	Build all staff capability to respond to the learning and wellbeing needs of all students



<p>to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen and embed the consistent implementation of inclusive, positive behaviour management strategies and framework.</p>
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	