



Endorsement
Principal: Catherine Palmer 19-12-2016
School council: Jim Guilline 19-12-2016?
Delegate of the Secretary: Marian Lawless 19-12-2016

Re-Endorsement (if a Goal, KIS or Target is changed)
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School vision	School values	Context and challenges	Intent, rationale and focus
<p>The whole school curriculum plan is developed in line with the Victorian Curriculum with the aim of providing all students with a positive learning environment that is engaging, challenging and targeted to each student's point of need.</p> <p>As the parent survey outlines there has been disengagement with Wunghnu Primary School over the last few years the 2015 and 2016 AIP engagement goals are to build a whole school culture based on a shared vision and shared values for the whole school community. Teaching staff have ensured social and emotional wellbeing lessons have been embedded in the weekly curriculum. Explicitly teaching confidence, resilience, acceptance, teamwork and responsibility during Physical Education and Social and Emotional Wellbeing lessons.</p> <p>Parents are regularly spoken by phone or after school about their child's performance. Families are also encouraged to organise parent teacher meetings to discuss student progress during the year to ensure a strong connection between school and home in regards to student's behaviour and academic progress.</p> <p>Parents and staff have worked together towards building a positive reputation for Wunghnu Primary School in the community. During 2015 and 2016 Wunghnu Primary has worked hard to develop strong and genuine relationships with parents and the education community. The school places an emphasis on high levels of parental participation in all aspects of school life. Working together we will achieve the best possible educational outcome for the community, school and students.</p> <p>Wunghnu Primary School is working towards a School Wide Positive Behaviour Support model, focusing on creating a positive school climate with strong relationships with students, parents, staff and community members. With the establishment of clear and concise expectations for students, families, staff and the community through updated policies and a Wunghnu Primary School PBS Behaviour Matrix. Positive behaviour is acknowledged and rewarded regularly to reinforce making the correct choices, rather than making the 'wrong choices'. Students receive a small reward to making good choices and a larger prize after reaching a behaviour goal. Therefore students have short and long term goals to work towards. Students also receive vouchers from local stores for high levels of home reading, positive behaviour and high attendance.</p> <p>To further embed these values and beliefs in our school, newsletters will include articles of the School Wide Positive Behaviour Support Program and taking responsibility for our own choices, right or wrong. The SWPBS program will be explicitly taught at the beginning of each year and weekly during health and P.E as will the Wunghnu Primary School behaviour matrix.</p> <p>Wunghnu Primary School's vision is always to develop our students into life-long learners and to be valuable members of, and contributors to the community.</p>	<p>The school's values are be a learner, be safe and be responsible; with these in mind the school's goals are to provide the very best educational opportunities for our students enabling them to become confident, capable and independent lifelong learners. The school's small size allows us to offer individualized learning that directly reflects the student's needs based on a variety of ongoing assessment and data.</p>	<p>Wunghnu Primary School is situated in the small rural town of Wunghnu, which is approximately 25km from the country town of Shepparton and approximately 220km north of Melbourne.</p> <p>The school provides primary education for years P-6 students from the town of Wunghnu, the local rural area and other nearby towns.</p> <p>The school has spacious grounds with well-established shady trees and external lunch areas, as well as play areas which include an oval, games areas and basketball court. The school buildings comprise two regular classrooms and one multi-purpose room, office / administration area and kitchen / staff room. The buildings are in very good condition and are well maintained. The school is also well equipped with teaching equipment and resources.</p> <p>Wunghnu Primary School has a current enrolment of 14 students. The socio-economic backgrounds of the schools families is categorised as low-mid. The projected enrolment number for 2017 is 16 students and numbers are unlikely to increase significantly as the school is set in a rural community and the enrolments are determined by the local demographics.</p> <p>In 2016 the school staffing was approximately 2.6 including the principal who teaches 3 days a week; one other experienced part-time teacher; two part-time education support staff and a part-time business manager. The staffing level will fluctuate slightly in line with student needs and as the number of enrolments change.</p> <p>The school offers a broad general curriculum and in addition offers music, science and integrated studies. The school also is visited fortnightly for half day sessions from the mobile Art and Library vans, which offers extended activities and specialist teaching in those areas.</p> <p>Wunghnu is very well equipped with IT resources and equipment for the students and is a certified eSmart school.</p> <p>The school staff are continually developing relationships / partnerships with the local community and with colleagues in other local schools and cluster groups.</p>	<p>Intent:</p> <ol style="list-style-type: none"> To build practice excellence that develops curious lifelong learners with strong academic skills in literacy and numeracy. Build a sustainable school culture in which high expectations, vision and shared ownership are prevalent. To improve students attendance and punctuality. <p>Rationale:</p> <ol style="list-style-type: none"> The development and the consistent implementation of well researched teaching practices supports effective teaching in literacy and numeracy. Effective assessment practice will track student growth and effectively guide the next stages of student learning. A culture of high expectations of all students is necessary for all students, staff and parents to make excellent learning growth. The establishment of comprehensive whole school strategies promoting inclusion will support the health, wellbeing and engagement of all students. <p>Focus:</p> <ol style="list-style-type: none"> Through professional collaboration, improve the use and analysis of data to teach to each student's point of learning. To improve parent engagement in their child's learning. Develop and implement a school wide framework to support wellbeing and engagement.



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To build practice excellence that develops curious lifelong learners with strong academic skills in literacy and numeracy.</p>	<p>Excellence in teaching and learning:</p> <ul style="list-style-type: none"> • Building practise excellence • Curriculum planning and assessment 	<p>Key Improvement Strategies: To embed a culture of collaborative teaching that assesses the impact of learning and adjusts to suit individual need.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Revise the school Assessment Schedule to include the effective analysis of reliable data that is coordinated with the development of student ILPs. • Ensure goal setting is based on reliable evidence and that the ILPs include achievable but challenging goals for each student. • Work with local PLTs and networks and beyond to explore, trial and document effective teaching and instructional practices. 	<p>Targets:</p> <ul style="list-style-type: none"> • Student achievement data will be collated and demonstrate comprehensive analysis to provide an accurate picture of student achievement. • There will be a documented systematic approach to the collection documentation and sharing of student assessment data within literacy and numeracy. • There will be an increase in the number of students at or above the state mean over the four year period. • Every student will make one year learning as assessed by teacher judgement.
<p>Build a sustainable school culture in which high expectations, vision and shared ownership are prevalent.</p>	<p>Community engagement in learning:</p> <ul style="list-style-type: none"> • Building communities • Parents and carers as partners 	<p>Key Improvement Strategies: Building community expectations about the value of education.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Establish a comprehensive school wide approach to promoting inclusion using the PBS framework. • Work collaboratively with other schools to strengthen professional relationships and to discuss and develop assessment and teaching practice and strategies. • Focus the continued implementation of the FISO Initiatives around the other areas of improvement outlined in this review. 	<p>Targets:</p> <ul style="list-style-type: none"> • To maintain high levels of parent satisfaction above the state mean in all areas of the survey. • See an improvement in student learning confidence and motivation in the Student Attitudes to School survey. • Evidence of the school employing a range of strategies to support the building of a confident learning community. Eg. ILPs and PBS data.
<p>To improve students attendance and punctuality.</p>	<p>Positive climate for teaching and learning:</p> <ul style="list-style-type: none"> • Setting expectations and promoting inclusion • Health and wellbeing 	<p>Key Improvement Strategies: Develop an agreed attendance plan which is consistently implemented by all staff and understood by all families:</p> <p>Actions:</p> <ul style="list-style-type: none"> • Review the schools attendance and engagement policies. • Develop and implement strategies and processes to effectively communicate with and build partnerships with families. • Develop a process to record and effectively follow up on student absenteeism, including lateness. 	<p>Targets:</p> <ul style="list-style-type: none"> • To decrease the average days absent by 50%. • To decrease the average unexplained absence to less than three days. • Increase students punctuality by 50% using school a school based data process. • Maintain student safety measures from the Student Attitudes to School survey to above or at state mean.

