

# **Echuca West Primary School**

## **School Strategic Plan**

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**2006–2009**

# Part 1– School Profile

## Purpose and Values:

At Echuca West Primary School our purpose is:

- to assure the healthy development of every child so that each has the knowledge, skills, and resiliency to be successful in a rapidly changing world.
- to engage all teachers, administrators, students and families in working together as a learning community that is dedicated to caring and support, active participation, and positive expectations for all students.

We are committed to providing a happy and secure environment in which each child is able to develop:

- attitudes, skills and understandings which will enable him/her to interact successfully within our community and the global environment
- strong literacy understandings and skills for individual expression, communication and personal enrichment.
- strong mathematical understandings and skills able to be applied in a range of problem solving situations
- thinking skills through investigation of issues across a number of learning areas.
- Imagination, skills and understandings through exploration of arts, science and technology
- individual talents and potential through a range of disciplines.

## Environmental Context:

Echuca West has 172 students and 11.5 staff, which represents more than 70% growth over the previous charter period. This significant growth, on a small site, has been well managed. The management of future growth will be one of the planning issues facing the school.

Ten years ago, easily identified as a small school with 2 teachers, Echuca West PS sat in a truly rural setting some distance from Echuca itself. The urban aspect of Echuca has, perhaps more so than many rural/provincial centres, experienced substantial growth and urban Echuca is now ‘on the doorstep’ of the school with all that this entails, including pressure on student places and consequent pressure on facilities.

The urban/rural mix at the school is reflected in the fact that around 50% of students travel by bus, others by private car. The school is in Like School Group (LSG) 4 and its demography mirrors the urban growth in terms of family occupations with only 20% now farming, a large percentage in manual, trade, plant and machine work, and some professionals in business, education and training.

Students are in average grade groupings of 21 with an average of 19 in the grades 3 – 6 and 24 in P – 2. The school emphasizes excellence in learning for each student through the provision of a range of learning experiences which developed independence, self direction, self esteem and confidence. Verification reports for these periods identified many characteristics and processes that you would expect to see in an effective school including a capacity and commitment to extensive program review and implementation of new initiatives based on improving student outcomes. These characteristics are very much part of the permanent culture of the school.

There is a whole school approach to teaching and learning, which has identified the processes and the practice that develop the attitudes, understandings and the skills that promote standards of student literacy and numeracy and which build thinking, imaginative, good communicators who contribute to, and who are comfortable in, their immediate and the broader environment. This requires, among other things, programs and approaches to successfully develop inter personal and social skills which value both the individual and individual talent, and the importance of cooperative work and achievement. The school has successfully embraced a number of effective curriculum initiatives, including specific and special programs, to develop as a learning community and to address priorities and interests related to literacy, numeracy, global perspectives, welfare and behaviour management. It is a school abreast of educational thinking and which seeks to participate in initiatives rather than observe. It is a school active in its networks and partnerships, including very strong community partnerships.

Echuca West is a school that is clearly highly regarded by its own and the broader community. It is sought out by parents. It is also probably at its capacity in its current infrastructure and resourcing.

## Part 2 – Strategic Intent

### Student Learning

#### Goals:

To achieve the best learning outcomes for all students

To have all students respond to challenge with confidence and optimism and think their way creatively through issues and problems.

To implement the Victorian Essential Learnings Standards (VELS).

To increase staff participation in decision-making.

#### Targets

Increase, for identified groups, the proportions of students achieving at better than established at the expected CSF or VELS equivalent level.

Achieve school means equal to or above the Like School and State means in Years 3 and 5 AIM data.

Increase proportions of higher agreement responses in the Parent Opinion Survey for Extra Curricular and Resources/Facilities variables to meet or better State benchmarks.

Increase proportions of higher agreement responses in the Staff Opinion Survey for Role Clarity and Appraisal/Recognition variables to meet or better State benchmarks.

Increase proportions of higher agreement responses in the Staff Opinion Survey for Participative Decision-making.

#### Key Improvement Strategies

##### Teaching & learning

Continue to implement Early Years Literacy and Numeracy programs.

Implementation of an agreed, integrated framework of essential and enrichment learning, with a focus on innovative, diverse and flexible teaching practices.

Align a whole school approach to curriculum provision with the VELS supported by application of Flagship Strategy developments including the Effective Schools Framework and the Principles of Teaching and Learning.

Increase the application of technology in curriculum delivery and student learning with particular reference to VELS.

Continue early identification strategies and intervention and extension initiatives.

Audit PoLT against current practice and philosophy.

Implement ongoing, varied and consistent assessment processes.

##### Staff:

Decision-making - introduce a management structure to expand participative decision-making, with particular reference to policy and programs.

Access ongoing, quality professional development for all staff and provide opportunities for staff to plan and reflect in relation to curriculum implementation in alignment with school priority.

Develop models for feedback on teaching practice.

##### Data

Build on current practices for collection and interpretation of data from students, parents, staff and the broader community in the quest for valuable feedback to inform future policy and practice and to assess progress in relation to school goals and aims.

##### Parents

Continue to encourage, engage and involve parents in the life, work and purpose of the school and keep them informed about educational trends and change, particularly that associated with the Victorian Essential Learnings Standards.

##### Resources

Continue to resource priority initiatives and needs including the increased availability and use of technology.

## Part 2 – Strategic Intent

### Student Engagement and Wellbeing

#### Goals:

To have a learning community that fosters high levels of student engagement in learning and broader school life, is welcoming of parents and the wider community, and promotes both student and staff wellbeing.

To enhance student values of respect for self and others, integrity, honesty, trust and community.

To develop socially competent students who are able to:

- Establish and manage a range of positive social relationships;
- Manage interpersonal difficulties and refrain from harming self or others; and
- Contribute collaboratively and constructively to peers, family, school and the wider community.

#### Targets

Parent Opinion Survey variables closely aligned with student engagement and wellbeing are at, or better than, benchmarks.

Responses to statements in the Attitudes to School Survey are not evident in the lower percentage rankings.

#### Key Improvement Strategies

Continue the positive culture for student engagement and wellbeing through staff professional development, review and adjustment, as determined, of programs and initiatives currently applied.

Evaluate emerging initiatives/research in this area in terms of appropriateness for Echuca West.

Audit student engagement and wellbeing practice against PoLT.

### Student Pathways and Transition

#### Goals:

To develop in students the skills, knowledge and attributes necessary for transition through the various stages of the Victorian Essential Learnings Standards in various school contexts.

To ensure that an effective transition program is maintained which recognises and accommodates the multiple inter and intra points of school transition points.

#### Targets

Increase contact with teachers at both pre school and post primary settings.

Documentation of information to support transition.

Audit transition arrangements through PoLT

#### Key Improvement Strategies

Develop formal processes to support transition.

Continue to monitor and refine the quality of information given and received in relation to student movement.

Continue and enhance the partnerships and relationships that are proving valuable in the transition program.

Develop stronger links with Pre schools to allow for an exchange of relevant information about each child.

Continue to support our local Step Into Prep (SIP) committee.

Continue to benefit from Innovation and Excellence cluster participation.

## Part 3 – Signatures

SIGNED by the Principal .....

Name Judy Cook

Date .../.../.....

SIGNED by the School Council President .....

Name Brendan Lethlean

Date .../.../.....

SIGNED by the Regional Director (or nominee) .....

Name Anne Brosnan

Date .../.../.....