

2023 - 2026
STRATEGIC PLAN



Acknowledgment of Country

Wooroloo, historically also spelled WorriLOW and Warriloo, is an Aboriginal word of the Nyungar language, first recorded in 1841. A Noongar elder who was consulted during the renaming process translated Wooroloo as "come back again" or "you will return".

We respectfully acknowledge the Whadjuk people of the Noongar nation who are the past and present traditional custodians of the land where Wooroloo Primary School is located. We pay our respects to elder's past, present and emerging.



Our Story

Wooroloo Primary School, established in 1903, has a long and celebrated history of supporting academic and social emotional growth in all our students. We pride ourselves on our community partnerships. We are committed to making a difference for every student in every classroom every day by providing a learning environment where children feel safe, valued, and confident to tackle academic and personal challenges.

The 2023-2026 Strategic Plan outlines our vision for the future. It has been developed in collaboration with the Wooroloo Primary School Council and the staff using student data, school review findings, parent feedback and the DoE strategic initiatives.

Our Commitment

Wooroloo Primary Schools motto is 'VALUING EDUCATION'. The actions of our staff, students and community are guided by the following:

We Care About Our Community

At Wooroloo Primary School we:

- Respect everyone
- Accept differences
- Value Cultural Diversity

We Care About Our Environment

At Wooroloo Primary School we:

- Care for Country
- Engage in sustainable practices
- Work with the community to ensure a safe environment

We Care About Our Learning

At Wooroloo Primary School we:

- Cater to individuals
- Develop the whole child
- Create diverse learning environments

Our Vision and Purpose

At Wooroloo Primary School, we believe in developing the bold intellectual curiosities of every student, whilst fostering the skills and understanding to encourage them to be productive, confident and respectful members of our society. We value the inclusive nature of our diverse community as we work towards a sustainable future.

Our GROW Values

At Wooroloo Primary School we believe every child has the right to learn. We set high expectations around engagement in learning through our Positive Behaviour Support (PBS) processes. We are **Genuine, Respectful, Organised and Willing** students and staff.

VALUING EDUCATION



	Targets	Strategies
Relationships and Partnerships: <i>Our school will...</i>		
<ul style="list-style-type: none"> ❖ Engage with external agencies and community groups to enhance overall student learning. ❖ Continue to work with YouthCare and the Chaplaincy program. ❖ Harness parent, student and staff feedback using the National School Opinion Survey to determine future strategies. ❖ Work with local schools to enhance the educational experience for our students. 	<ul style="list-style-type: none"> • Continue to work with parky Care to broaden our overall community work. • Maintain the services of a School Chaplain. • Achieve and maintain levels of four and above for all areas the National School Opinions Survey. • Enhance our relationship with other local schools. 	<ul style="list-style-type: none"> • Parkerville Community Care representative to write a Newsletter blurb reporting on the work we do together. • Chaplain to write a Newsletter blurb about her work in the school. • Continue to foster a positive public image within the community. • Enhance collaborative relationships with local network schools. • Engage in sporting events, excursions and incursions with Wundowie Primary School. • Moderation across schools.
Learning Environment: <i>Our school will...</i>		
<ul style="list-style-type: none"> ❖ Recognise the importance of providing a culturally responsive learning environment where everyone is valued and welcomed. ❖ Create learning environments that promote Genuine, Respectful, Organised and Willing (GROW) learners through the Positive Behaviour Support (PBS) process. ❖ Develop agreed strategies to promote regular attendance. 	<ul style="list-style-type: none"> • Using the Aboriginal Cultural Standards Framework (ACSF) as a guiding document, improve our processes from emerging to capable in at least three of the domains. • Expect 95% of students to receive at least one positive behaviour reward over the year. • Our PBS toolset shows improvement from Semester 1 to Semester 2. • Reduce the unexpected absences to less than 10%. 	<ul style="list-style-type: none"> • All staff engage in professional learning that promotes the ACSF. • Review attainment of ACSF outcomes through staff meetings. • Explicit teaching of the PBS process through posters, newsletter, workshops to parents. • Staff to lead the ongoing PBS process through professional learning and upskilling other staff. • Use Zones of Regulation to support the PBS process

	<ul style="list-style-type: none"> • Achieve and maintain a whole school attendance rate equivalent to the state expectation of 91% for each year of compulsory schooling. 	<ul style="list-style-type: none"> • Promote attendance through newsletter, Connect notices regularly to parents etc. • Promote positive learning experiences to parents through Connect. • Send Integris generated letters each term to those with unexplained attendance. • Use KST attendance letters Week 5 of each term for these students who have irregular attendance.
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Leadership: Our school will...

<ul style="list-style-type: none"> ❖ Develop a Strategic Plan that reflects Department of Education (DoE) strategic direction and is supported through clear Operational Plans that delivers the WA curriculum. ❖ Staff are accountable to and supported by performance management processes which enhance professional capacity. ❖ Use evidence-based practices to select appropriate whole school programs that ensure consistency in curriculum across classes. 	<ul style="list-style-type: none"> • School priorities and directions are aligned to DoE expectations. • Distributed leadership across the school is continually enhanced. • All staff engage in performance management processes. • Implement whole school programs: Oxford Maths, Talk 4 Writing, Letters and Sounds, Brightpath. 	<ul style="list-style-type: none"> • Imbed the targets and strategies of the 2023 – 2026 Strategic Plan. • In collaboration with staff, align the strategies to the whole school Operational Plan. • Ensure staff are provided with the performance management processes. • Appoint literacy and numeracy leaders in the school. • Analyse whole school data to determine progress and identify gaps.
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Use of Resources: Our school will...

<ul style="list-style-type: none"> ❖ The leaders pay attention to workforce planning. ❖ Innovatively managed budgets align with workforce planning and resources that meet the needs of all students. 	<ul style="list-style-type: none"> • Ensure the workforce plan caters for the changing needs of the school. • Where appropriate, consider cultural and gender diversity when employing new staff. 	<ul style="list-style-type: none"> • Update the workforce plan annually to reflect staff gaps. • Regular and timely meetings of the Finance Committee.
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Teaching Quality: Our school will...

<ul style="list-style-type: none"> ❖ Establishment of whole school teaching and learning beliefs. ❖ Identifying the learning needs of students is a focus. Staff differentiate their practice to address each student's learning needs. ❖ Staff use student data to inform conversations about student wellbeing, achievement, and progress to target future planning. 	<ul style="list-style-type: none"> • Engage in the Teaching for Impact processes with a lead school for support to ensure whole school pedagogical consistency. • Use PAT testing in Literacy and Numeracy twice each year to ascertain growth and use the data to inform planning. • All students requiring an individual education plan (IEP) use the Students with 	<ul style="list-style-type: none"> • Cater for individual needs and analyse individual data. Use PAT, NAPLAN, Brightpath, Oxford Maths assessment to establish student growth. • PAT testing Literacy and Numeracy twice each year. • Engage whole school and individual requests for SSEN:D support when required. • IEPs reviewed each semester with SSEN:D support where required.
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	<p>Education Needs (SEN) planning to generate goals.</p> <ul style="list-style-type: none"> • Use PAT Social Emotional testing to develop base line data about social emotional wellbeing. • Use PAT testing to develop longitudinal data sets in Literacy and Numeracy. • Use whole school agreed Literacy and Numeracy processes across all year levels. 	<ul style="list-style-type: none"> • Student data will influence the ongoing Operational Planning of the school.
<p>Student Achievement and Progress: <i>Our school will...</i></p>		
<ul style="list-style-type: none"> ❖ Teachers hold high expectations for all students. Assessing student achievement and progress is an ongoing procedure involving the analysis of data. ❖ School plans include improvement targets to focus the efforts of staff on improved student achievement. ❖ The establishment of a student assessment database for the school assists in longitudinal, individual and cohort tracking processes. 	<ul style="list-style-type: none"> • Analyse whole school data to determine progress and identify gaps. • Engage in three moderation tasks with other schools e.g., Wundowie, Chidlow, and network. • Targeted students to show growth/progress (effect size 0.4) over 12 months. • Use PAT data to identify learning gaps. • Continue using PAT testing in Literacy and Numeracy to develop longitudinal data sets and track overall progress. 	<ul style="list-style-type: none"> • Use cold and hot tasks as moderation processes. • Engage with Cervantes through the Teaching for Impact process and undertake moderation (teams). • Focus on students that are achieving at a C grade. Track their growth. • PAT, Brightpath, On Entry, class data. • Undertake tests in Term 2 (first two weeks) and Term 4 (by week four) – reading, spelling and mathematics (Years 3-6) and reading and mathematics (Years 1 and 2).

KEY TARGETS

ACADEMIC

1. ACER Progressive Achievement Testing (PAT) data for English and Mathematics to show at least 70% of students in Years 3 - 6 to be at or above the medium scaled score for their year level.
2. Grade allocation alignment to be on par with like schools.

NON-ACADEMIC

1. Student wellbeing levels from Years 1 to 6 will be continually monitored using the ACER Social-Emotional Wellbeing Survey.
2. 85% of students in Years 3 - 6 to maintain achieving 'consistently' or 'often' on the Attitude, Behaviour & Effort (ABE) descriptors for Semester 2 Reports.
3. Attendance rates to be maintained above the state mean across all year levels of compulsory schooling.

VALUING EDUCATION



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