MOTTO: It takes a community to educate a child.

VISION: Wharminda Primary School is a harmonious learning environment where students are engaged in learning, happy, having fun, interacting positively across year levels. Older students have leadership opportunities. Our school is a place where people want to be.

MISSION: At Wharminda Primary School students are the first priority. Students leave Wharminda Primary School with a positive self-concept, pride in where they came from, thinkers and learners who are confident to question the status quo in order to fully participate in society as adults.

VALUES AND BELIEFS:
1. To put students first means all decisions that are made are made to improve student learning outcomes and well being.
2. Students’ individual learning styles and needs are accommodated in their learning programs.
3. Staff keep current with professional development. We train together so we are heading in the same direction.
4. Staff work in a collaborative manner.
5. Community and staff are partners in the education process.
6. We keep parents well informed about student learning via newsletter and invitations to school events.
7. Children, staff and parents are proud of the school.
8. The school is the heart of the Wharminda community.

Student Values identified for Behaviour Code:
1. Respect
2. Honesty
3. Make Positive Choices
4. Fun-friendship
5. Caring
This is the question that underpins our Site Learning Plan.

If we see children as curious and competent then how can we provide an environment for wonder and intellectual engagement?

To meet the needs of all our learners in the most effective way in our small school environment we will keep in mind the following methods of learning.

### Methods of Learning

**What connects/what we remember**

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>5%</td>
</tr>
<tr>
<td>Reading</td>
<td>10%</td>
</tr>
<tr>
<td>Audio Visual</td>
<td>20%</td>
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<tr>
<td>Demonstration</td>
<td>30%</td>
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<tr>
<td>Discussion Group</td>
<td>50%</td>
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<tr>
<td>Practice by Doing</td>
<td>75%</td>
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<tr>
<td>Teach Others/Immediate Use</td>
<td>90%</td>
</tr>
</tbody>
</table>

*Almost an inverse relationship with dominant ‘school’ practice!*

*Joyce and Showers Research*
WHARMINDA PRIMARY SCHOOL 2006 draft

Strategic Intent

Our students are engaged in effective literacy learning.

<table>
<thead>
<tr>
<th>Data/Direction</th>
<th>Questions</th>
<th>Strategies</th>
<th>Teacher Learning</th>
<th>Outcomes</th>
<th>Review</th>
<th>Redirection</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is relevant? How do we get to what is relevant?</td>
<td>How will we ensure literacy engagement and achievement?</td>
<td>Use more real life experiences to enrich literacy engagement. Eg poetry competitions, excursions, special events. Use explicit teaching of elements of literacy that stem from real life experiences. Students to write articles for real purposes, eg school newsletter, adverts for class enterprise. Develop a Multi-Literacies checklist. Develop consistent data collection processes in literacy for all students R-7. Exposing children to poetry as a genre questioning them about meaning. Use a genre approach to writing. Focus on three or four genre a</td>
<td>SACSA Professional Development day at Wharminda Primary School. Early Years T&amp;D - play based learning (JP) -</td>
<td>Literacy skills transferred to other subject areas: Continued teacher satisfaction in literacy teaching. Years 3, 5, 7 students meet benchmark in Literacy. High level of student engagement in literacy learning. Teacher’s confident in using SACSA to programme and assess student learning. Children’s editing skills improve. News letter articles about learning programmes written by teachers regularly. Children able to use</td>
<td>Anecdotal data from: Teacher’s notes Observations Written samples Student feed back Student self-assessment.</td>
<td>SLP to be reviewed in term one 2007</td>
</tr>
</tbody>
</table>

Parents want us to keep literacy as part of our SLP.

In 2005 the Early Years Literacy Focus of DECS caused us to look at what we do around literacy.

Staff want to improve student engagement in literacy across the curriculum.

We need to improve student learning outcome data we collect.
test results?
How do we ensure children improve their editing skills?
What do we need to do to improve student’s deep thinking skills?

year. Use guided reading with all students.
Lexiles for 4-7s
Whole school take part in the Premier’s Reading Challenge.
Explicit teaching of skills to think deeply.
Useful tools such as Blooms Taxonomy to develop thinking.
Give children lots of practice with editing, self and peer.
Writing samples collected during the year for formative assessment and to inform teaching programmes. Two samples per year for each student. Samples to be stored in student report folder. These work samples must be normal student work, not ‘show pieces’.
Site generated student learning data to be stored in individual student record folders.

All students to show improvements in bi-annual LaN tests.
### Our students develop broad numeracy skills.

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<th>Review</th>
<th>Redirection (planning for the future)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents want us to keep numeracy as part of our SLP.</td>
<td>How are we providing enough opportunities for our students to practice real life numeracy?</td>
<td>Link teaching and learning programmes with SACSA more effectively. Use SACSA tracking folders to record student learning across all curriculum areas. Utilize First Steps – Numeracy assessment tasks to inform gaps in student learning. Purchase teaching and learning resources that have links to SACSA. Use assessment tasks from new maths books that are SACSA linked ('Maths Assessment – Outcome Linked’ RIC). Use LaN results to inform programmes.</td>
<td>First Steps Maths – Numeracy as a teaching and staff learning team. Examining SACSA documents. SACSA Professional Development day at Wharminda Primary School.</td>
<td>Better numeracy results in LaN tests. Students able to transfer numeracy skills to other areas of learning. Students able to use numeracy skills in real life situations. Children seem keen to take part in numeracy problem solving activities, eg ‘Can I do that? Children initiating discussion about numeracy activities eg ’Let’s do it this way.’ ‘Look what I have found out!’ Children understand the relevance of maths in everyday activities and across the curriculum. Anecdotal and quantitative data</td>
<td>Children seem confident in tackling numeracy problems. Teachers listen to students when they work on maths tasks. Review teaching and learning programmes on an ongoing manner. Site Learning Plan revisited each term. Observe how students work and record anecdotes of learning. Question students about their numeracy learning. Programme for students to share numeracy learning. Note whether students are</td>
<td>SLP put onto Curriculum Network for ongoing updates by teaching staff. SLP to be reviewed early in 2007 during pupil free day.</td>
</tr>
<tr>
<td>Staff want to enhance numeracy content of curriculum.</td>
<td>What do we need to change in order to provide more numeracy problem solving opportunities?</td>
<td>How can we integrate numeracy problem solving into other curriculum areas? What are the numeracy aspects of this learning task? What student learning data do we collect that informs our teaching and reporting? What does the student learning data tell us? Is this knowledge</td>
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<td>Children’s conceptual understanding of numeracy needs to be strengthened.</td>
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<td>Children reticent to take risks in maths learning.</td>
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<tr>
<td>useful to improve student learning outcomes?</td>
<td>Basic number facts test (Garry Childs) for children 7 – 11 years. (it may soon be available beyond 11 years.)</td>
<td>records of student learning in numeracy stored centrally.</td>
<td>transferring knowledge into other areas of learning.</td>
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</tr>
<tr>
<td>Are we collecting enough information about student learning to report to SACSA? What do we need to do better?</td>
<td>Regular collection of student learning data to be developed for all students.</td>
<td>More use of computers in maths.</td>
<td>Maths lesson has finished but…</td>
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<tr>
<td></td>
<td>Teachers explicitly talk about maths in other curriculum areas and in real life situations.</td>
<td>Teachers recognising numeracy in other curriculum areas.</td>
<td>SLP to be reflected upon at staff meeting at the end of each term.</td>
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<td></td>
<td>Teaching staff attend professional development together to develop greater understanding and shared goals.</td>
<td>Students and teaches forget when recess and lunch are beginning because they are so involve in the learning.</td>
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<tr>
<td></td>
<td>Teachers to question students about their numeracy learning.</td>
<td>Policy or Procedures about student learning outcomes data collection and storage.</td>
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### Strategic Intent:

**Student Wellbeing – Our students always come first.**

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<tr>
<td><strong>What is relevant?</strong> How did we get to what is relevant?</td>
<td>Are there further changes we need to make to our physical learning environment to provide a high level of student wellbeing?</td>
<td>We have constructively remodelled our physical learning environment to improve student engagement. In 2006 we have a designated PE teacher across the whole school. PE is discussed at staff meetings. Student psychological and physical wellbeing is part of staff meeting discussion. Take part in SEEP and SAPSASA sports activities. Daily fitness and Brain Food. Include more student voice in what we do (eg rules for games – blocko, planning school camp).</td>
<td>Work with staff to define needs. Utilise district support staff to meet needs. All teachers attended Mandatory Notification training. Principal trained in new Child Protection Curriculum. Plan to train staff in new Child Protection Curriculum in 2007.</td>
<td>Children aware of their own level of physical wellbeing. Staff and students enjoying working in the school together. Increased level of participation in developmentally appropriate physical education lessons. Staff awareness of PE strand of SACSA frameworks increased.</td>
<td>How will we measure and record progress? How will we know we are moving towards our intent?</td>
<td>SLP to be reflected upon at staff meeting at the end of each term. Review our progress as a school each term. Review teaching and learning programmes and needs of learners because all staff work with all students: • as regular part of staff meetings • in an ongoing manner • in learning conversations.</td>
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**Student Wellbeing** is a key factor in their being able to learn.

When student physical wellbeing is enhanced their learning improves.

There is the need for some students to improve their manners.

The middle years boys especially need to learn it is not okay to answer back, that it is disrespectful.

Yard pack up of equipment needs to be improved – respect for school property - room for improvement.

We have constructively remodelled our physical learning environment to improve student engagement. In 2006 we have a designated PE teacher across the whole school. PE is discussed at staff meetings. Student psychological and physical wellbeing is part of staff meeting discussion. Take part in SEEP and SAPSASA sports activities. Daily fitness and Brain Food. Include more student voice in what we do (eg rules for games – blocko, planning school camp).

To improve manners:
- Explicit teaching
- Teachable moments (eg on yard duty)

Physical Education teacher has managed her own work with staff to define needs. Utilise district support staff to meet needs. All teachers attended Mandatory Notification training. Principal trained in new Child Protection Curriculum. Plan to train staff in new Child Protection Curriculum in 2007.

**Teacher Learning**

### Review

How will we measure and record progress? How will we know we are moving towards our intent?

### Redirection (planning for the future)

SLP to be reflected upon at staff meeting at the end of each term.

Review our progress as a school each term.

Review teaching and learning programmes and needs of learners because all staff work with all students:
- as regular part of staff meetings
- in an ongoing manner
- in learning conversations.

Students developing tolerance of others who are different.

Brain Food time allows teachers time to check on the wellbeing of students each day.

SLP put onto Curriculum Network for on going updates by teaching staff.

SLP to be reviewed early in 2007 during pupil free day.

**Review and redirect SLP each year.**

SLP put onto Curriculum Network for on going updates by teaching staff.

SLP to be reviewed early in 2007 during pupil free day.

**Review and redirect SLP each year.**
| How can we encourage children to increase their level of physical activity? | • Staff using consistent approach  
• Record serious or ongoing misbehaviour on DUX.  
Student Leadership camps for 6/7s  
Continue to develop close links with Cleve Area School.  
Encourage and explicitly teach children how to treat each other with respect eg ways of speaking to each other, teachable moments.  
We discuss students and their learning each week as part of our regular staff meeting agenda.  
We facilitate ongoing communication between home and school eg communication books, newsletters, invitations to school, text messages.  
professional development and up skilled herself to meet the needs of our stunts.  
All staff undertook some professional reading and discussion about Aspergers Syndrome to help develop their understanding of an NEP child and how to work with children with AS. | Staff all have same expectations of behaviour and follow up is consistent and easier.  
Student behaviour is more respectful to others.  
Student’s manners improving. | Students have pride in school and belonging to the school. |