



STRATEGIC PLAN 2016-2019

SCHOOL ETHOS AND VISION

We provide an inclusive child centred learning environment which encourages all children to develop skills, understandings and concepts to achieve a high level of personal achievement, develop a passion for life long learning, and foster responsible citizenship qualities.

Through partnerships with parents and the wider community we provide children with a secure, stimulating and positive learning environment, which caters for individual needs, allowing students to develop to their potential. To provide instruction that promotes whole school cohesion, individual self worth, independence and respect for the rights of others.

MISSION STATEMENT

At Merriwa Primary School we strive to work together so that our students meet/display the school expectations which are:

I achieve

I am friendly

I am positive

I am respectful

Excellence and Equity

Strategic Plan for WA Public Schools

2016- 2019

Our aim is to achieve the goals of excellence and equality. Students, their achievements and their well being drive all decisions and actions. Our school operates based on our local context.

Priority 1: *Success for all Students*– high expectations of success for every student in every school.

Priority 2: *High Quality Teaching*– a renewed and relentless focus on the best possible teaching practices.

Priority 3: *Effective Leadership*– strong and empowering leadership in our school and across the system.

Priority 4: *Strong Governance and Support*– a capable and responsive organisation for now and into the future.

OPERATIONAL PLANS

- . Maths
- . English
- . Science
- . Social Sciences
- . The Arts
- . Physical Education
- . Health and Well Being
- . Aboriginal Education
 - . LOTE– Italian

FOCUS 2016

Success for all Students

- . Setting targets
- . Emphasize instruction in science, technology, engineering and mathematics
- . Emphasize instruction in synthetic phonics in the early years
- . Target age appropriate class instruction to strengthen student performance in writing
- . Promote explicit teaching of information technology across the curriculum
- . Increase university aspirations for students based on achievement information, especially schools with a low socio-economic status
- . Establish targets to improve the proportion of students above 90% attendance
- . Use information including ABE data in reporting to parents to monitor whole school plans for behaviour management
- . Self assess against the National Quality Standard in the early years
- . Develop opportunities for student leadership roles together with activities to show care and respect for each other

High Quality Teaching

- . Focus on analytical teaching practices featuring diagnosis on the impact of teaching, including feedback from students and other staff
- . Increase the consistency of practices amongst teachers through collaboration, agreed curriculum scope and sequences and classroom observation
- . Develop further expertise in education assistants and AEIO's to support student learning more directly
- . Further develop caring classroom climates and support services focussed on well being
- . Prepare for full implementation of the WA curriculum– Humanities and Social Sciences, and Health/PE for semester 1.

EFFECTIVE LEADERSHIP

- . Lead a culture of analysis where staff routinely diagnose the impact of their teaching
- . Use available authority and flexibility to shape distinctive school approaches to improving classroom practices
- . Plan to specifically support student and staff well being
- . Use national teacher standards for self reflection, performance management and classroom observation
- . Prepare for online testing– assess staff, student and technical capability
- . Begin whole school self reflection against the new Aboriginal Cultural Standards Framework

STRONG GOVERNANCE AND SUPPORT

- . Ensure compliance with the Funding Agreement
- . Implement protective behaviours instruction across all phases of schooling as a key risk management strategy
- . Implement sound enrolment projection and census processes to inform planning and funding decisions
- . Improve site induction processes for new staff

TEACHING, LEARNING AND ASSESSMENT

Key life skills and competencies are established in the early childhood years and maintained and built into all curriculum areas as children move through the primary school years. At Merriwa PS all staff are committed to improving the children's competencies in English and Mathematics to enable children to better make connections to later educational outcomes and life skills. Developing these English and Mathematical competencies will have links in all curriculum areas.

TEACHING AND LEARNING

Visible Learning
 Whole school approaches
 Collaboration
 Explicit teaching of literacy and numeracy skills
 Direct instruction
 Early intervention
 Early childhood
 Case Management
 Positive behaviour support
 Health and well-being
 Attendance
 Whole school professional learning
 Aboriginal education
 English as an additional language

ASSESSMENT

- . The school monitors, assesses and evaluates individual student achievement, using moderation processes to support teachers in making consistent judgements and administering prescribed system assessment.
- . The school issues a formal report for each student at the end of each semester.
- . The school uses NAPLAN and On-Entry results to report on student progress and achievement and to inform future teaching.
- . MPS will continue to report on student achievement according to the implementation timeline of the Australian Curriculum.
- . Students identified as being 'at risk' will continue to be case managed and their achievements recorded on the SEN module of *Reporting to Parents*.
- . EAL students will be assessed using the *Progress Maps*.