

### Wooragee Primary School

Wooragee Primary School has a reputation of providing a family type atmosphere, with a strong focus on the individual student and valuing the importance of positive, mutually respectful relationships between students, peers and their teachers. As a community, we are committed to our school's purpose which is to create unique learning opportunities in a thriving school community built around self, ownership and interconnection. We believe in a sense of self where individuals are self-motivated, adaptable, and confident; clear, critical and creative thinkers; independent and self-disciplined. We believe in a sense of ownership where individuals believe in respect, responsibility and equity; care for our environment; understand our community role and contribution. We believe in a sense of interconnection where individuals act selflessly and co-operatively; explore the opportunities presented by extension to educational programs; maintain a global perspective. In 2010 our workforce composition included; a Principal, 2 EFT classroom teachers, .4 Office Manager, .8 Integration Aide, visiting art, music and library specialist teachers.

In 2010 the school won the Inaugural Indigo Shire Community Sustainability Award and the Hume Region Permission to Shine Award for Environmental Awareness. Staff were trained in the Small School Intervention Literacy Program. Being Me and Bounce Back Programs were implemented to enhance student well being and promote student attendance at school.

The school's website can be found at [www.woorageeps.vic.edu.au](http://www.woorageeps.vic.edu.au)

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Teacher assessments suggest that from Prep to Year 6 the majority of our students are performing at or above the expected level in Reading, Writing, Speaking &amp; Listening, Number, Measurement, Chance and Data. The cohort of students participating in the NAPLAN is too low to make public comment however individual meetings were conducted with families of children who participated and Individual Learning Plans created for each child throughout the school. Teachers will continue to assess and analyse student performance data and are committed to implementing the Hume Region Assessment Schedule to identify student's strengths and weaknesses as a tool to develop Individual Learning Plans for each student. The introduction of Mathletics Ziptales and Spelladrome stimulated student interest in their learning with many students contuning to work on activities after school hours. There are still a small number of students who are at risk of under performing and these children were given additional support. Above state average student absence in 2010 is generally linked to a number of extended family holidays and the outbreak of swine flu and whooping cough in 2010. The Attitude Toward School Survey data was greatly improved from the previous years.</p>	<p>The school has worked hard to engage students in their learning and enhance wellbeing by developing and enhancing harmonious and effective relationships. Student resilience was enhanced through the weekly social skills program and the introduction of thinking skills as well whole school incursions, excursions and activities. The 2010 Attitude Toward School survey data demonstrates a huge improvement in Student Wellbeing, Teaching and Learning and Student Relationships with 10 of the 11 variables above the state benchmark. Student Motivation (Doing well at school is important to me, Continuing or completing my education is important to me, I try very hard at school, and I am keen to do well at school) was below the state bench mark and will continue to be an improvement focus in 2011 as will non attendance due to family activities and extended holidays during school hours.</p> <p>The introduction of the P-6 Rural Classroom also assisted the school to become a more cohesive and positive learning environment that better meets individual student needs.</p>	<p>The school's goal is for each student to experience a smooth, enjoyable, effective transition into, through the school and on to secondary education.</p> <p>During 2010 an increased number of Transition Days were held for Pre-school students and for Year 6. Children from Beechworth Kindergarten, Yackandandah Kindergarten and Montessori Preschool were invited to special days at Wooragee including a Kite Making Day. Children were able to attend cluster scheduled transitions days and activities including Beechworth Secondary College Musical and Science Olympiad. This ensures students experience smoother transition into, through and out of the school, but also promotes the school's emphasis on its support for the individual student.</p> <p>To further improve, the school is committed to implementing more pro-active, 2-way transition programs with preschools and secondary schools. Teachers will participate in cluster professional development on teaching and learning strategies with preschool and junior secondary teachers. Feedback from students and parents will be used to address year 6 concerns and prep transition</p>

For more detailed information regarding our school please visit our website at

[www.woorageeps.vic.edu.au](http://www.woorageeps.vic.edu.au)

or view our 2010 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>