

School Strategic Plan 2018-2022

Wantirna South Primary School (4582)



Wantirna South
Primary School

Submitted for review by Kerri Emonson (School Principal) on 15 November, 2018 at 10:54 PM

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Endorsed by Bridget Smith (School Council President) on 25 November, 2018 at 12:57 PM

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School vision	<p>Wantirna South Primary School's motto "a place to dream, a place to discover, a place to learn for life" is underpinned by our vision and philosophy of teaching and learning supporting resilient learners who are inquisitive, critical thinkers and problem solvers confident to use their voice to be active agents of change.</p> <p>Wantirna South Primary School values a comprehensive and differentiated curriculum of the highest quality to achieve individual success – academically, physically, morally and socially.</p> <p>A school built on RICHeR values, we offer inclusive, stimulating and safe learning environments to optimise the development of the 'whole child' to reach their full potential and be active citizens in society.</p>
School values	<p>The warm inviting tone set across the school is attributed to the RICHeR values embedded throughout the community.</p> <p>Respect - Acknowledging the rights and opinions of others, and valuing others for who they are. Inclusion - Being accepting of others and providing a sense of belonging. Care - Show consideration for the well-being of yourself, others and the world in which we live. Honesty - Being truthful and act with integrity. Responsibility - Being reliable, and accountable for your attitudes and behaviours.</p>
Context challenges	<p>Wantirna South Primary School (WSPS) was established in 1940 as a co-educational public school built on community and dedication to support the vision of local voices. WSPS is located in the City of Knox in the eastern suburbs of Melbourne, approximately 30 kilometres from the Melbourne Central Business District. Our history and heritage remains strong and is brought to the forefront of educating the 'whole child' to achieve individual success and equip students to be responsible members of a progressive community.</p> <p>Enrolments continue to grow, currently sitting at 300 students within the school. In recent years there has been an increase in students from a language background other than English, currently representing 0.09 (9 per cent) of the total enrolment and includes backgrounds such as Asian, European and Middle Eastern cultures. The student family occupation (SFO) density is currently 0.3029 and the Student Family Occupation Education (SFOE) index is currently 0.2539.</p>

	<p>The school is organised along all domains of the Victorian Curriculum with teachers working in level teams to plan a differentiated curriculum meeting the needs of individual learners. The school achieves high results in literacy and numeracy and consistently performs at or above the State School median. Our varied curriculum includes a strong focus on ICT - developing skills and behaviours to ensure students are equipped to be good digital citizens. The staffing profile includes a Principal and Assistant Principal, 17 teachers, 2 full time equivalent Education Support (ES) staff, and 2 office administration staff.</p> <p>WSPS supports student well-being through a number of extra-curricular programs, policies and includes a well-being coordinator to enhance a school wide approach to well-being. We offer a variety of extracurricular programs to support individual achievement for students. Our strong focus is on developing the 'whole child' assisting students to become lifelong learners and make positive contributions to society.</p> <p>WSPS is largely housed in the original 1940's timber school buildings that include classrooms, an art room, multi-purpose room, music room, and areas of renovated classrooms that allow for a team planning/teaching approach in some year levels. The kitchen facility called 'The Buzz' is used for the OHSC catering, canteen and enabling students to apply learning experiences to lifelong ambitions. The grounds include junior and senior playgrounds, handball courts, a large grassed oval and shaded recreation areas.</p> <p>Wantirna South Primary School works closely with the parent community through the School Council and Parents Association who assist with school operations and provide the basis for a strong community partnership.</p> <p>Challenges: Developing an agreed upon Instructional model to strengthen student learning. Providing opportunities for staff development and the increasing the leadership capacity of staff. Increasing student voice, responsibility and leadership.</p>
<p>Intent, rationale and focus</p>	<p>Wantirna South Primary School (WSPS) performs at or above targets set in areas of literacy (predominantly reading) in comparison with similar schools. The challenge is to ensure consistency in achieving the results in all areas of literacy and numeracy. There is an expectation that learners display 12 months growth, to their individual capabilities consistently, however a further challenge presents to ensure students capable of achieving greater than 12 months growth are supported to succeed with maximum growth. To meet this challenge and ensure differentiation and point of need teaching across the whole school, a challenge will be for all teachers to collaborate and take collective responsibility to develop consistent and shared curriculum and assessment practises, therefore building a strong instructional model across all areas of literacy and numeracy.</p> <p>WSPS, through community engagement, builds a positive sense of connectedness across the school - in classrooms, in the playground, in lunchtime activities and opportunities. Throughout the School review it was evident, and communicated by parent, students and staff, that there was a connectedness to the school which enhanced engagement and attendance, and generally students felt stimulated in their learning. A challenge that emanated throughout the review was the opportunities for students to</p>

influence curriculum design and provide feedback on the impact of teaching and learning in their own progression. A focus will be to increase professional learning on student voice, leadership and agency to ensure students become active participants in all areas of learning. WSPS ultimately seeks to build resilient learners who are inquisitive, critical thinkers and problem solvers confident to use their voice to be active agents of change.

WSPS completed a thorough School Strategic Review throughout 2018. This review has set the direction for continued improvement in excellence in teaching and learning practices, enhancing a positive climate for learning and building professional leadership. Over the next strategic plan cycle the focus will be to build students' capacity to understand, articulate and take responsibility for their own learning and progression; build and implement a shared understanding of a Pedagogical Model that includes the Practice Principles and evidence-based targeted teaching across the school; and leaders to use their expertise to guide the learning teams to improve teaching using evidence based, high impact strategies and through implementation of an agreed process of shared critical feedback amongst the staff.

FISO Key Improvements strategies are:

Excellence in teaching & learning

Professional leadership

Positive climate for learning

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Goal 1	Improve literacy outcomes for all students.
Target 1.1	By 2022 increase the percentage of students in top two bands of reading in Year 3 and 5 to consistently be in line with or above similar schools, current 2018 school outcomes—Year 3 Reading in top two bands 66 per cent, Year 5 Reading in top two bands 42.5 per cent.
Target 1.2	The growth targets for Year 5 students in NAPLAN reading for 2019 and 2020 be above similar schools.
Target 1.3	By 2022 increase the percentage of students in Foundation to Year 6 to be above the age expected level in English: reading and viewing, Teacher Judgement current Semester 1 results are 25 per cent.
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop structures and processes for teachers to collaboratively design and implement a shared curriculum scope and sequence and strategies for teaching and learning in literacy across the school that engages and challenges all students (CPA)
Key Improvement Strategy 1.b Building practice excellence	Build and implement a shared understanding of a Wantirna South PS Pedagogical Model that includes the Practice Principles and evidence-based targeted teaching across the school (BPE)
Key Improvement Strategy 1.c Curriculum planning and assessment	Build teachers' and level leaders' capacity to share, understand and consistently use assessment data and practices to diagnose student learning needs and to teach to a student's point of learning needs in literacy (CPA)

Goal 2	Improve student wellbeing, voice and agency and build school pride.
Target 2.1	By 2022, AToSS Parent factor for Student Voice and Agency, Year 5 students, be above 80%.
Target 2.2	By 2022, AToSS for student resilience, to be above 80%.
Target 2.3	By 2022, AToSS for Student Goal Setting and Sense of Self–Regulation and Confidence to be above 80%.
Key Improvement Strategy 2.a Empowering students and building school pride	Build staff capacity to implement whole school, consistently implemented approaches to improve students’ personal and social capabilities, wellbeing, voice and agency.
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Teachers create opportunities to engage students in improving connectedness to peers and classroom behaviour through their involvement in developing a student code of conduct in collaboration with teachers and parents.
Key Improvement Strategy 2.c Empowering students and building school pride	Build students’ capacity to understand, articulate and take responsibility for their own learning and progression and have a voice and agency in school improvement.

Goal 3	Improve student engagement in learning.
Target 3.1	By 2022, School Staff Survey (SSS) results for Academic Emphasis, Teacher Collaboration and Guaranteed and Viable Curriculum to be above 80%.
Target 3.2	By 2022, SSS results for Professional Learning, Active Participation to be above 80%.
Key Improvement Strategy 3.a Vision, values and culture	The Leadership team works with the whole school community to develop a clear understanding of the school's vision, values, culture and priorities driving the school improvement agenda.
Key Improvement Strategy 3.b Instructional and shared leadership	Leaders build instructional and shared leadership to develop whole school curriculum planning that includes contributions from teachers and students to improve student engagement in stimulating learning.
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Leaders use their expertise to guide the learning teams to improve teaching using evidence based, high impact strategies and through implementation of an agreed process of shared critical feedback amongst the staff.