



a place to dream, a place to discover, a place to learn for life

School Strategic Plan
Wantima South Primary School (4582)
North East Region
2014 to 2018

Endorsements

Endorsement by School Principal	Signed <u>Wayne MacDonald</u> Name: Wayne MacDonald Date: <u>29/4/2015</u>
Endorsement by School Council	Signed <u>[Signature]</u> Name: Mathew Heath Date: <u>29/4/15</u> School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

Environmental Context

Wantirna South Primary School is a school built around its history and community pride. Wantirna South Primary School was established in 1945, due to the hard work of the local community. Our history and heritage, which is embedded in our day to day curriculum ensures students are aware of the significance of our school in the development of the local community. Today the community spirit remains strong and is brought to the forefront of educating the 'whole child' equipping students to be responsible members of a progressive community. WASP's students are encouraged to achieve individual academic success from staff members that are passionate to embrace change and learn offering a varied curriculum program with a large focus on communication.

Student enrolments over the last four years saw a gradual decline in 2011 and 2012 to a total of 180 students within the school; during this time we received funding under the BER and CAR maintenance funding to refurbish learning areas. This trend changed in the next two years. Since 2013 there has been an increase in enrolments across all levels of the school. Students from a language background other than English represent 0.09 per cent of the total enrolment and the student family occupation (SFO) density is currently 0.3337. Our student enrolments are currently 239 children, our teaching structure of 14 offers a strong and varied curriculum program, whilst continuing to embed the school values and community mindedness that was established in 1940. The school is organised along AusVELS Levels with teachers working in level teams to plan curriculum programs and assessments across multi-age groupings. Our varied curriculum includes specialist areas conducted in Visual Arts, Performing Arts, Physical Education, LOTE and a strong focus on ICT - developing skills and behaviors to ensure students are equipped to be good digital citizens.

Wantirna South Primary School, through the period of 2011 – 2014, was part of the Chaplaincy program; however in 2015 the school committed to expanding our wellbeing program acknowledging student wellbeing is important to individual success. The "PAWS Up for Learning" and the intergenerational WINGS (Wisdom, Initiative, Needs, Giving, and Sensitivity) programs demonstrate the commitment to ensure our values are viewed across all aspects of life. We offer a variety of extracurricular programs in a variety of curriculum areas to support individual achievement for students. Our strong focus is on developing the 'whole child' supporting students to become lifelong learners and make positive contributions to society.

Professional Practice:

Wantirna South Primary School aims to adhere to the Victorian Teaching Professional Code of Conduct and demonstrate the values of integrity, respect and responsibility as outlined in the Code of Ethics by:

- fostering positive links with parents and the broader school community through its commitment to open and regular communications.
- building positive relationships with students to foster their commitment to learning.
- committing to provide students with qualified, well informed and skilled staff to ensure maximum growth for all students.
- committing to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
- providing all students access to a broad, balanced and flexible curriculum including skills for learning and life, whilst maximising their 'time on task'.
- providing a safe and stimulating learning environment to ensure all students can achieve their full potential.
- the curriculum will be adapted (in a variety of ways) to meet the needs of individual students to ensure maximum growth.
- responding to all communication by parents and caregivers within 2 working days.
- ensuring parents will be kept informed when their child does not behave in a socially acceptable manner that meets the School's Values
- ensuring students play an active part in the development and review of the school's behaviour policies.
- ensuring all teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

	Goals	Targets	Key Improvement Strategies												
Achievement	Improve the learning growth and outcomes for every student in literacy and numeracy.	<p>35% of students in F – 2 will be achieving above the expected level of AusVELS in Reading. 35% of students in Years 3 – 6 will be achieving above the expected level of AusVELS in Reading. 35% of students in F – 2 will be achieving above the expected level of AusVELS in Writing. 35% of students in Years 3 – 6 will be achieving above the expected level of AusVELS in Writing.</p> <p>35% of students demonstrate high growth in their NAPLAN reading, writing and numeracy results.</p>	<p>Create whole school Scope and Sequence documents for curriculum areas to provide direction for planning and teaching and learning.</p> <p>Build teacher capacity to utilize data and a range of assessment strategies effectively plan for teaching and learning that ensures management of all student achievement data.</p>												
Engagement	Enhance student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;">Student Survey</th> <th style="width: 20%;">2014</th> <th style="width: 20%;">2018</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>4.52</td> <td>4.6</td> </tr> <tr> <td>Stimulating learning</td> <td>4.24</td> <td>4.2</td> </tr> <tr> <td>Connectedness to Peers</td> <td>4.48</td> <td>4.55</td> </tr> </tbody> </table>	Student Survey	2014	2018	School Connectedness	4.52	4.6	Stimulating learning	4.24	4.2	Connectedness to Peers	4.48	4.55	<p>Develop an agreed instructional model that is consistently implemented by all staff.</p> <p>Create opportunities to promote student voice and involve students in communicating how they can make a difference to their local and global communities.</p>
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School Strategic Plan 2014- 2018: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
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<p>Achievement:</p> <p>Goal: Improve the learning growth and outcomes for every student in literacy and numeracy.</p> <p>Key Improvement Strategy: Create whole school Scope and Sequence documents for curriculum areas to provide direction for planning and teaching and learning.</p>	Year 1	<ul style="list-style-type: none"> • Create a Scope and Sequence document for writing and number. 	<ul style="list-style-type: none"> • A scope and sequence for writing and number have been created
		<ul style="list-style-type: none"> • Create a framework for a documented curriculums 	<ul style="list-style-type: none"> • All staff members use the template to document the curriculum. • Process and protocols are developed for the storage; reflection and monitoring of the documented curriculum are created.
	Year 2	<ul style="list-style-type: none"> • Create a framework for a documented curriculum 	<ul style="list-style-type: none"> • The template to document the curriculum has been revised
		<ul style="list-style-type: none"> • Create a scope and sequence for writing and number. 	<ul style="list-style-type: none"> • Planning documents have been reviewed and monitored to ensure that the scope and sequence has been implemented.
		<ul style="list-style-type: none"> • Create a scope and sequence for spelling and measurement & data. 	<ul style="list-style-type: none"> • A scope and sequence for spelling and measurement & data have been created.
	Year 3	<ul style="list-style-type: none"> • Create a scope and sequence for reading and space. 	<ul style="list-style-type: none"> • A scope and sequence for spelling and measurement & data have been created.
<ul style="list-style-type: none"> • Create a scope and sequence for spelling and measurement & data. 		<ul style="list-style-type: none"> • Planning documents have been reviewed and monitored to ensure that the scope and sequence has been implemented. 	
Year 4	<ul style="list-style-type: none"> • Create a scope and sequence for reading and space. 	<ul style="list-style-type: none"> • Planning documents have been reviewed and monitored to ensure that the scope and sequence has been implemented. 	
<p>Goal: Improve the learning growth and outcomes for every student in literacy and numeracy.</p> <p>Key Improvement Strategy: Build teacher capacity to utilize data and a range of assessment strategies effectively plan for teaching and learning that ensures management of all student achievement data.</p>	Year 1	<ul style="list-style-type: none"> • Implement a data management system (DMS). 	<ul style="list-style-type: none"> • A DMS position has been allocated and a job description created. • A DMS has been selected and a training program developed. • All staff members have completed initial training.
		<ul style="list-style-type: none"> • Teachers are trained in assessment strategies. 	<ul style="list-style-type: none"> • All staff completes a review on ‘as’, ‘of’ and ‘for’ learning. • Planning documents and peer observation indicates implementation of formative assessment – ‘for’ learning.
	Year 2	<ul style="list-style-type: none"> • Implement a data management system (DMS). 	<ul style="list-style-type: none"> • All staff members are uploading student assessments onto DMS. • PLT’s are using DMS to inform teaching and learning.
	Year 3	<ul style="list-style-type: none"> • Implement a data management system to address student growth. 	<ul style="list-style-type: none"> • DMS has been reviewed to ensure that the system is used effectively to inform teaching and track student growth.
Engagement:	Year 1	<ul style="list-style-type: none"> ▪ Develop an instructional model/pedagogy that best meets the needs of teaching and learning practices. 	<ul style="list-style-type: none"> • A teaching and learning model has been developed across the whole school (P-6).

<p>Goal: Enhance student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.</p> <p>Key Improvement Strategy: Develop an agreed instructional model that is consistently implemented by all staff.</p>	Year 2	<ul style="list-style-type: none"> Develop an instructional model/pedagogy that best meets the needs of teaching and learning practices 	<ul style="list-style-type: none"> All staff members have implemented the teaching and learning model in the learning environments. Process and protocols have been developed for continued reflection and monitoring of the teaching and learning model.
	Year 3	<ul style="list-style-type: none"> Develop an instructional model/pedagogy that best meets the needs of teaching and learning practices 	<ul style="list-style-type: none"> The teaching and learning model adopted across the whole school (P-6) has been revised.
<p>Goal: Enhance student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.</p> <p>Key Improvement Strategy: Create opportunities to promote student voice and involve students in communicating how they can make a difference to their local and global communities.</p>	Year 1	<ul style="list-style-type: none"> Develop processes and practices to promote student voice across the whole school (P-6). 	<ul style="list-style-type: none"> Processes and practices have been recommended to engage student voice in the development of school initiatives. A schedule of processes and practices (student surveys, lunch with Principal) has been developed to support all students' voice in local and global communities.
	Year 2	<ul style="list-style-type: none"> Develop processes and practices to promote student voice across the whole school (P-6). 	<ul style="list-style-type: none"> All students have had an opportunity to voice their opinion through the processes and practices developed.
	Year 3	<ul style="list-style-type: none"> Develop processes and practices to promote student voice across the whole school (P-6). 	<ul style="list-style-type: none"> The schedule implemented to promote student voice on local and global communities' issues has been reviewed.

<p>Wellbeing:</p> <p>Goal: Ensure all members of the school community feel that they are in a safe, positive and supportive learning environment.</p> <p>Key Improvement Strategy: Employ practices to address programs in order to maximise teaching and learning.</p>	Year 1	<ul style="list-style-type: none"> Ascertain the effectiveness of the wellbeing programs in order to maximise teaching and learning. 	<ul style="list-style-type: none"> Developed approaches to evaluate the effectiveness and success of the wellbeing programs (PAWS Up for Learning, Seasons for Growth and WINGS programs). An audit of all wellbeing programs has been conducted.
	Year 2	<ul style="list-style-type: none"> Ascertain the effectiveness of the wellbeing programs in order to maximise teaching and learning. 	<ul style="list-style-type: none"> Programs have been prioritised and identified as either: essential, important or a convenience to student achievements and outcomes – with their priority determining a program’s continuation. An agreed schedule of programs to be offered as part of the wellbeing program has been developed.
	Year 3	<ul style="list-style-type: none"> Ascertain the effectiveness of the wellbeing programs in order to maximise teaching and learning. 	<ul style="list-style-type: none"> The schedule implemented to ensure wellbeing programs support student outcomes has been reviewed.
	Year 4	<ul style="list-style-type: none"> Ascertain the effectiveness of the wellbeing programs in order to maximise teaching and learning. 	<ul style="list-style-type: none"> A review and evaluation process of the wellbeing programs has been implemented to best meet the needs of the changing school community.
<p>Goal: Ensure all members of the school community feel that they are in a safe, positive and supportive learning environment.</p> <p>Key Improvement Strategy: Develop practices to ensure a safe and respectful school community.</p>	Year 1	<ul style="list-style-type: none"> Develop and implement practices to ensure a safe and respectful school community. 	<ul style="list-style-type: none"> Student Wellbeing Guidelines has been reviewed to address student safety and respectful practices within the school environment.
	Year 2	<ul style="list-style-type: none"> Develop and implement practices to ensure a safe and respectful school community. 	<ul style="list-style-type: none"> Student Wellbeing Guidelines communicated to the school community and comply with the School priorities.

<p>Productivity:</p> <p>Goal: Increase the capacity of the school to function as a strategic organisation.</p> <p>Key Improvement Strategy: Create processes and procedures that support role clarity, accountability and feedback.</p>	Year 1	<ul style="list-style-type: none"> Develop processes and procedures to conduct an organisational audit on staff roles and accountability. 	<ul style="list-style-type: none"> All roles and responsibilities have been audited to define role clarity and discussed with staff to ensure accountability. Processes and procedures have been implemented to address management of school resources.
	Year 2	<ul style="list-style-type: none"> Develop processes and procedures to conduct an organisational audit on staff roles and accountability. 	<ul style="list-style-type: none"> The roles and responsibilities have been implemented across all staff to ensure teaching and learning resources meet the required model adopted. The processes and procedures to address management of school resources has been reviewed.
	Year 3	<ul style="list-style-type: none"> Develop processes and procedures to conduct an organisational audit on staff roles and accountability. 	<ul style="list-style-type: none"> A review of all roles and responsibilities has been conducted.
<p>Goal: Increase the capacity of the school to function as a strategic organisation.</p> <p>Key Improvement Strategy: Improve the Performance and Development Culture.</p>	Year 1	<ul style="list-style-type: none"> Develop protocols and policies to ensure all members can access professional development. 	<ul style="list-style-type: none"> An investigation of current methods of professional development opportunities has been completed to ensure members have the opportunity to engage in professional learning. Developed protocols and policies to advise all members of the procedures to determine professional development opportunities.
	Year 2	<ul style="list-style-type: none"> Develop protocols and policies to ensure all members can access professional development. 	<ul style="list-style-type: none"> Implemented protocols and procedures to support professional development (PLT's, Peer Observations, external professional learning) in relation school priorities and student achievement.
	Year 3	<ul style="list-style-type: none"> Develop protocols and policies to ensure all members can access professional development. 	<ul style="list-style-type: none"> Protocols and procedures are reviewed to support all staff members have access to professional development (PLT's, Peer Observations, external professional learning).

