

## Wandong Primary School Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Rhonda Cole 12/12/2016	.....[name] ..... [date]	.....[name] ..... [date]
School council: Penny Edwards 12/12/2016	.....[name] ..... [date]	.....[name] ..... [date]
Delegate of the Secretary: ..... [name] ..... [date]	.....[name] ..... [date]	.....[name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><b>Wandong Primary School – “Making a difference ”</b></p> <p>In order to achieve excellence, Wandong Primary School needs to make a difference in the way teaching and learning is organized and delivered, in the way in which it builds relationships with all stakeholders and in the way in which it prepares young people for their future.</p> <p>“Making a Difference” is a broad statement that impacts all decisions across all areas of the school – from leadership through to the classroom environments and into the school and wider community.</p> <p><i>(Please note: The school is currently in the process of reviewing its school vision as part of the peer review process.)</i></p>	<p><b>Wandong Primary School Values:</b></p> <p><b>Respect</b> – Valuing self and others</p> <p><b>Care</b> – Showing concern for another</p> <p><b>Responsibility</b> – Being responsible for what we do, say and learn</p> <p><b>Friendship</b> – Getting along, and being friendly to one another</p> <p><b>Honesty</b> – being truthful to yourself and others</p> <p><b>Doing your best</b> – Trying your hardest to produce your best effort</p>	<p>Wandong Primary School has undertaken steady and consistent growth over the past nine years, growing from 221 students in 2008 to an expected 405 students in 2017. Many students travel from neighbouring townships to attend the school.</p> <p>The State Government has recently purchased an adjacent block have land to accommodate this growth. Further expansion and or redevelopment of the school site will occur over coming years.</p> <p>The challenge for Wandong Primary School is to further improve student outcomes whilst managing the increasing enrolments, maintaining a personal approach towards teaching and learning and continually fostering and developing relationships currently held with stakeholders.</p> <p>The review process recognised and acknowledged that student achievement had not reached the expected targets in English and Mathematics. Whilst processes were in place, changes in data were not evident all areas.</p> <p>This is the next piece of work.</p>	<p><b>Intent:</b></p> <p>The intent of this Strategic Plan is to achieve improved outcomes for all students F-6 through building the pedagogical capacity of teachers whilst increasing their content knowledge and providing explicit feedback on practice.</p> <p><b>Rationale:</b></p> <p>The school’s recent review and self -assessment highlighted:</p> <ul style="list-style-type: none"> <li>• Student achievement did not meet the expected targets in all areas of Literacy and Numeracy</li> <li>• There was a decrease in the percentage of students performing above expected level</li> <li>• There was some improvement in the reduction in the percentage of students performing below expected level</li> </ul> <p>Teachers have a direct impact on the student achievement. The relationships built by teachers, along with their ability to plan differentiated curriculum to meet student needs is vital.</p> <p><b>Focus:</b></p> <p>The following FISO priorities will be the avenue through which improved student outcomes is achieved:</p> <ul style="list-style-type: none"> <li>• Excellence in Teaching and Learning (Building Practice Excellence)</li> <li>• Excellence in Teaching and Learning (Curriculum Planning and Assessment)</li> </ul>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p><i>By the end of 2020, there will be improved student outcomes in Literacy and Numeracy</i></p>	<p><b>FISO Priority – Excellence in teaching and learning</b></p> <p><b>FISO Initiative – Building Practice Excellence</b></p>	<p><b>Develop consistent understanding and implementation of WPS Instructional Model</b></p> <ul style="list-style-type: none"> <li>• finalise school instructional model – add data protocols and feedback expectations</li> <li>• provide professional learning around the components of the Instructional Model.</li> <li>• formulate and document a consistent induction process</li> </ul>	<p><b>VICTORIAN CURRICULUM – TEACHER JUDGEMENTS:</b></p> <ul style="list-style-type: none"> <li>• <b>Increase</b> the percentage of Prep-6 students performing <b>above expected level</b> in all dimensions of English and Mathematics - Reading 36% to 40% Writing 19% to 24% Mathematics 15% to 20%</li> </ul>



<p><i>By the end of 2020, there will be improved student outcomes in Literacy and Numeracy</i></p>	<p><b>FISO Priority – Excellence in teaching and learning</b>  <b>FISO Initiative – Building Practice Excellence</b></p>	<p><b>Develop teacher capacity to differentiate the curriculum</b></p> <ul style="list-style-type: none"> <li>reference school wide documentation that is aligned with Victorian Curriculum</li> <li>SIT instructional leaders to participate in DET Professional Learning Communities professional learning course - semester two</li> <li>gather evidence of teacher capacity, audit strengths and identify needs</li> <li>analyse and prioritise findings</li> <li>develop, deliver, monitor and evaluate a school wide professional learning plan</li> <li>provide targeted professional learning – whole school and smaller workshops</li> <li>align staff performance development goals to professional learning needs/plan</li> <li>implement strategic weekly team planning</li> <li>investigate ways to share professional learning with parents</li> <li>investigate opportunities for upskilling parents in the learning process</li> </ul>	<ul style="list-style-type: none"> <li><b>Decrease</b> the percentage of students performing <b>below expected level</b> in all dimensions of English and Mathematics – Reading 10% to 7% Writing 16% to 10% Mathematics 5% to 4%</li> </ul> <p><b>NAPLAN:</b></p> <ul style="list-style-type: none"> <li><b>Improve</b> the growth of the <b>relative gain</b> for NAPLAN in Reading, Writing and Numeracy to 15% (low), 60% (medium) and 25% (high).</li> <li><b>Increase</b> the percentage of <b>grade three students</b> performing <b>above expected level</b> ie: in bands <b>5 and 6</b> Reading from 41% to 45% Writing from 36 % to 40% Mathematics from 16 % to 20%</li> <li><b>Increase</b> the percentage of <b>grade five students</b> performing <b>above expected level</b> in bands <b>7 and 8</b> Reading from 38% to 43% Writing from 8% to 15% Mathematics from 4 % to 10%)</li> <li><b>Decrease</b> the percentage of <b>grade three students</b> performing <b>below expected level</b> ie: in bands <b>1 and 2</b> Reading from 15% to 10%, Writing from 2% to 2% Mathematics from 17% to 15%</li> <li><b>Decrease</b> the percentage of <b>grade five students</b> performing <b>below expected level</b> – ie: in bands <b>3 and 4</b> Reading from 8% to 5% Writing from 11% to 8% Mathematics from 8% to 5%</li> </ul>
	<p><b>FISO Priority – Excellence in teaching and learning</b>  <b>FISO Initiative – Building Practice Excellence</b></p>	<p><b>Identify, model and embed high impact teaching strategies in English and Mathematics</b></p> <ul style="list-style-type: none"> <li>implement a strategic coaching process across the school.</li> <li>maintain professional learning for leaders – including Professional Learning Communities PD</li> <li>highlight experts across the school</li> <li>create opportunities for modelling of best practice – English and Mathematics leaders and staff</li> </ul>	
	<p><b>FISO Priority – Excellence in teaching and learning</b>  <b>FISO Initiative – Building Practice Excellence</b></p>	<p><b>Embed an comprehensive process for the giving and receiving of feedback</b></p> <ul style="list-style-type: none"> <li>review and formalise critical friend process for SIT team</li> <li>complete ongoing learning walks to identify good practice</li> <li>embed ongoing peer observations across the school</li> <li>implement weekly walkthroughs of all classrooms by the senior leadership team (SIT)</li> <li>reflect on observations from walkthroughs when making SIT decisions related to future focus for individual and whole group professional learning</li> <li>investigate ways for students to give feedback to teachers – add to instructional model</li> </ul>	
	<p><b>FISO Priority – Excellence in teaching and learning</b>  <b>FISO Initiative – Curriculum planning and assessment</b></p>	<p><b>Improve staff capacity to collect, analyse and use data to inform teaching and delivery of instruction at point of need</b></p> <ul style="list-style-type: none"> <li>develop, document and embed a process for use and analysis of data</li> <li>investigate effective forms of assessment (including MOL)</li> <li>provide professional learning on practices and expectations around assessment and data analysis</li> <li>link data analysis to planning</li> <li>link data analysis to student goal setting</li> <li>track and analyse data over time</li> </ul>	

