



School Strategic Plan for Wattleview Primary School Eastern Region 2011-2014

[Insert here the logo and/or name of the school review contractor responsible for this review]

Endorsement by School Principal	Signed Name ELAINE WILSON Date
Endorsement by School Council	Signed Name MAJOR MERV LINCOLN Date School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed Name GRAY RYAN Date

School Profile

Purpose	<p>Wattleview Primary School's purpose is to educate learners for life. This means providing a learning environment that :-</p> <ul style="list-style-type: none"> • Challenges and supports all students to achieve their individual learning goals through rigorous Teaching and Learning practices • Encourages students to learn in an atmosphere of mutual respect, cooperation and participation. • Supports students in making informed decisions that prepare them for life in a global community. • Encourages friendship, connections with others and celebrates all successes • Values socially competent students who are aware of their responsibility towards the wider community
Values	<p>The values that form the basis of the actions of the whole school community are implemented through the Social Competencies Program "You Can Do It" and incorporate the Tribes Agreements.</p> <p>Getting Along</p> <ul style="list-style-type: none"> • Respecting the diversity (and individual differences) of our school community • Demonstrating appropriate behaviour and standards of safety • Showing care and concern for other people • Establishing and maintaining friendships <p>Confidence</p> <ul style="list-style-type: none"> • Taking risks and attempting new and challenging things • Being independent and working interdependently <p>Persistence</p> <ul style="list-style-type: none"> • Questioning and Posing problems • Applying past knowledge to new situations • Thinking flexibly

	<p>Organisation</p> <ul style="list-style-type: none"> • Setting Individual and Team Goals • Planning time effectively • Striving for accuracy <p>Resilience</p> <ul style="list-style-type: none"> • Remaining open to the notion of continuous learning • Accepting the consequences of our actions • Coping with and accepting of, change.
Environmental Context	<p>Wattleview Primary School is located within the Knox Network at the foothills of the Dandenong Ranges. The school serves a mixed socio-economic demographic in a well established residential area close to both popular shopping areas and transport..</p> <p><u>Social</u></p> <ul style="list-style-type: none"> • Student Family Occupation (SFO) density in 2010 was .53 which puts it at the 45th percentile rank • EMA allowance supports 35% of families • Currently 5% of students come from a Language background other than English, with a slight increase evident during the last review period. • The program for students with disabilities currently funds 14.6 students. • Provision of a successful Out of School Hours Care program. • The current enrolment is 280 which has shown a decline of 44% over the last review period. However, this is in line with local government statistics which suggest a progressively ageing population which may impact on future enrolments. • A new government housing development is currently underway in the local area.

<ul style="list-style-type: none"> • Since the last review period some graduate teachers have been appointed . • A substantive Principal Appointment will commence at the beginning of 2011. <p><u>Educational</u></p> <ul style="list-style-type: none"> • Focus on student improvement through accountability measures, detailed Individual Learning Plans, Staff PDR's, and Student and Staff wellbeing/engagement • Wallview Primary School has 12 classroom teaching staff, 5 part time specialist staff that resource ART/Music/Physical Education, 9 integration aides, 2 office staff and 2 PCO's. Two days per week the students/parents and staff have access to the School Chaplaincy Program. There is also provision for access to SSSO staff such as Speech Pathologists and Psychologists. • There is also provision of 2 intensive language intervention programs offered to students from P-6. • Ultranet Implementation • e5 implementation • Continued implementation of VELS until the introduction of the National Curriculum • The school provides a diverse range of extracurricular activities that create opportunities and experiences for students to nurture, their academic, social and emotional development. <p><u>Technological</u></p> <ul style="list-style-type: none"> • Use of the Ultranet to provide feedback to parents re student achievement • Staff and Students access the computer laboratory on a twice weekly basis – this is complemented by computers in the classroom. • Interactive whiteboards are accessible for all staff and student use in classrooms. • Email, Intranet and the School Website are used as forms of communication throughout the school community • Reporting to parents continues twice a year using the Quick Vic computer generated reporting program 	
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	<p><u>Environmental – Grounds and Facilities</u></p> <ul style="list-style-type: none"> • Watteview is currently undergoing the final stage of significant upgrades and rebuilds on the property due to NSP and BER Funds. • There is an extensive range of play spaces for children including fully grassed oval, two adventure playgrounds, passive turfed areas and asphalted ball playing areas. • Gardens are well established with attractive gardens purchased with Investing in Our Schools Fund. The gardens are maintained by a part time school groundskeeper. • Internal areas have heating and air conditioning • The school has a number of classroom spaces that are conducive to effective learning. • Sustainability is a focus with the addition of water tanks, staff professional development, application for solar power grant, and students as Environmental Leaders. • The asphalt and toilet areas are in urgent need of repair.
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Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve Literacy and Numeracy outcomes for all students, with a particular focus in years 3 – 6.	<p>TEACHER JUDGEMENTS</p> <p>By 2014 the percentage of students P-6 achieving above VELS expected levels (score A or B) by :</p> <p>Reading – 45 % (current 31%)</p> <p>Writing – 30% (currently 19%)</p> <p>Speaking and Listening 35% (currently 11%)</p> <p>Measurement Chance and Date – 35%</p>	<ol style="list-style-type: none"> 1. Build quality instructional teacher practice based on the e5 Model. 2. Use multiple sources of data to plan a personalised learning approach that ; <ul style="list-style-type: none"> -reflects an understanding of how students learn, differentiates classroom programs for all students, makes learning explicit for each

		<p>(currently 10%) Number – 35% (currently 17%) NAPLAN To reduce the percentage of students deemed capable who are achieving below the national minimum standards in reading, writing and numeracy to nil To improve the percentages of students achieving in the top two bands as follows</p> <p>Year 3 - % at Bands 5&6 Reading 50% (currently 47%) Writing – 50% (currently 44%) Number – 45% (currently 34%)</p> <p>Year 3 - % at Bands 7&8 Reading – 45% (currently 37%) Writing – 35% (currently 18%) Numeracy 35% (currently 18%)</p> <p>ENGLISH ONLINE INTERVIEW To improve the percentage of students at group 3 and above in each year level P-2 for reading, speaking and listening and writing to 90%</p> <p>STAFF OPINION SURVEY By 2014 Staff Opinion Survey data will show an improvement in Curriculum Coordination at or above 4.0 (currently 3.2) By 2014 Staff Opinion Survey data will show an improvement in Professional Growth at or above 4.25 (currently 3.6) By 2014 Staff Opinion Survey data will show an improvement in Learning Environment at or above 4.1 (currently 3.4)</p>	<p>student.</p> <p>3. Build teacher capacity for strong and distributed Instructional Leadership</p>
Student Engagement and Wellbeing	To improve the levels of engagement of all students in their learning and develop in each student a sense of wellbeing and	<p>By 2014 student absence data will show an improvement for year levels and cohorts so the averages decline 2011 – 2014 and</p>	<p>1. Embed a whole school engagement and well-being action plan within stimulating learning environment, t</p>

	connectedness to school and peers.	<p>stabilise at 12.5 (currently 13.2)</p> <p>By 2014, the school mean in the years 5 & 6 School Connectedness component of the Attitudes to School Survey to be at or above 4.45 (currently 4.16)</p> <p>By 2014, the school mean in the Years 5 & 6 Student Safety component of the Attitudes to School Survey to be at or above 4.45 (currently 4.08)</p> <p>By 2014 the school mean in the Years 5 & 6 Stimulating Learning component of the Attitudes to School Survey to be at or above 4.3 (currently 3.90)</p>	that includes proactive strategies that focus on the promotion of positive relationships, student resilience, individual wellbeing and engagement in learning.
Student Pathways and Transitions	To improve transitions and pathways for students as they commence school and as they move through and beyond the school in order to realise their full academic and social potential.	By 2014 the school mean in parental satisfaction with the quality of student transitions to be at or above 5.70 (currently at 5.44)	<p>1. Plan and implement transitions programs and pathways for all students through the school, with a focus on students with identified needs and the transition between years 2 and 3.</p>

School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)	2011	2012	Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <ol style="list-style-type: none"> 1 Build quality teacher instructional practice based on the e5 Model. 2 Use multiple sources of data to plan a personalised learning approach that ; -reflects an understanding of how students learn, differentiates classroom programs for all students, makes learning explicit for each student. 3. Build teacher capacity for strong and distributed Instructional Leadership 	<p>2011</p> <ul style="list-style-type: none"> Continue to introduce e5 through professional learning forums. Develop teacher understanding of assessment through the use of the SPA program Follow DEED guidelines with regards to ULTRANET implementation. Principal class to be involved in Instructional Rounds 	<p>2012</p> <ul style="list-style-type: none"> Investigate and trial a whole school approach to pedagogy and curriculum 	<ul style="list-style-type: none"> Evidence of growth and improvement across the e5 levels through the e5 competency tool self audit. Evidence of differentiation for student learning in VELs/ National curriculum planning documentation. Use of SPA program to inform planning in Reading. All staff and students to have their own landing page to enable home and school communications. Students to have a portfolio. Principal attendance at Network instructional rounds each term. Agreement on a school wide curriculum document that shows sequential teaching/learning/assessment practices. Development of a whole school approach to pedagogy Agreement of a school wide process for ILP's.
		<ul style="list-style-type: none"> Consolidate e5 professional learning practices. 	<p>E5 practices occurring regularly in classrooms and evidenced in planning and</p>

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	<ul style="list-style-type: none"> • Trial the SPA program using a range of data sets with a focus on Reading and Writing • Maintain effective use of the Ultranet • Principal class to be involved in Regional Initiatives • Continue to implement whole school curriculum using planning documentation 	<p>assessment Evidence of SPA documentation being used to analyse student learning in Reading and Writing .</p> <ul style="list-style-type: none"> ▪ School Community Space to be in use for interaction, communication and reporting to parent. ▪ Principal class involvement ▪ Consistent use of agreed whole school curriculum agreement on a school wide teaching/learning/assessment practices and differentiation for all students ▪ Evidence and use across the school of ILP's ▪ Evidence of moderation across levels and supported by regular moderation meetings
2013	<ul style="list-style-type: none"> • Review e5 professional learning practice • Continue with the SPA program using a range of data sets with a focus on Reading and Writing and Mathematics • Audit use of the Ultranet by students, staff and the wider community. • Audit teacher capability with regards to the Ultranet • Principal class to be involved in Regional Initiatives 	<ul style="list-style-type: none"> ▪ Evidence of growth and improvement across the e5 levels embedded within the PDR process ▪ Teachers using the SPA data to inform Teaching and Learning ▪ Monitoring and tracking of students development in academic competencies ▪ Evidence of whole school community use of the Ultranet via communication, reporting to parents, student portfolios and student/teacher use. ▪ Evidence of growth in the e-learning competency survey. ▪ Principal class Participation in network and regional meetings/forums/conferences

		<ul style="list-style-type: none"> ▪ Review and audit whole school planning documentation against National Curriculum documentation 	<ul style="list-style-type: none"> ▪ Teachers to be participating in forums (at level and whole staff meetings) to analyse the curriculum documentation e.g. through graphic organisers ▪ Improved Student Learning Outcomes in their academic growth and social competencies.
	2014	<ul style="list-style-type: none"> ▪ SCHOOL SELF EVALUATION AND REVIEW 	<ul style="list-style-type: none"> ▪ SCHOOL SELF EVALUATION AND REVIEW
	<p>Student Wellbeing</p> <p>1. Provide a stimulating learning environment, that focuses on the promotion of positive relationships; resilience, wellbeing and engagement in learning</p>	<ul style="list-style-type: none"> ▪ Reduce student absences by continuing to monitor their attendance through regular communication links via school and home. ▪ Increase school connectedness by consolidating our shared beliefs with students and staff by reinforcing the school's purpose and values. ▪ Improve student safety by focussing on cyber bullying and general bullying P-6 through ICT and current social competencies programs. Implementation of 'Solving the Jigsaw' throughout level 4. Maintain the language of Restorative Practices 	<ul style="list-style-type: none"> • Reduction in student absences from 13.2 – 13.0 with an emphasis on year 3,4,5 cohort . • Greater parental understanding of school expectations for student attendance • Common language evident within school culture • Students taking responsibility for resolving wellbeing issues • Growth of student voice from 4-6 from a teacher directed model to a more student directed learning model • Increased parent involvement in school activities including school assemblies and whole school events • Enhanced student relationships in Level 4 reflected in Student Opinion Survey of Student Connectedness • Reduction of incidents regarding bullying issues in general • Improved scores in student safety Yr5 & 6 means of Student Opinion

	<ul style="list-style-type: none"> ▪ Create a stimulating learning environment that motivates and encourages students to develop confidence and to take responsibility for their own learning. 	<ul style="list-style-type: none"> • Evidence of goal setting and reflective from P-6 in their learning • Improved scores in aggregated Year 5 & 6 means for Stimulating learning Environment; results for Yr 5 & 6 to be more comparable and gender differences to be more comparable. • Use of Student Engagement and Wellbeing document by Whole School Community
2012	<ul style="list-style-type: none"> ▪ Reduce student absences by continuing to monitor their attendance through regular communication links via school and home. ▪ Increase school connectedness by consolidating our shared beliefs with students and staff by reinforcing the school's purpose and values. ▪ Improve student safety by focussing on cyber bullying and general bullying P-6 through ICT and current social competencies programs. Implementation of 'Solving the Jigsaw' in Level 3 and maintain throughout Level 4. Continue to promote Restorative Practice 	<p>*** Reduction in student absences from 3.0 -- 12.8 with an emphasis on year 4, 5, 6 cohort</p> <ul style="list-style-type: none"> • Student work to demonstrate higher expectations and standards. • Introduction of Student forums • Increased evidence (student survey) of students taking responsibility for resolving well being issues • Evidence of the Jigsaw program being run throughout level 3 and level 4 classes. Evidence of students applying the skills and knowledge they have learned through the program implementation.

	<ul style="list-style-type: none"> ▪ Create a stimulating learning environment that motivates and encourages students to develop confidence and to take responsibility for their own learning 	<ul style="list-style-type: none"> • Continued evidence of student involvement in their learning e.g. goal setting, reflective practices • Further improvement in aggregated year 5/6 means for stimulated learning environment with comparable results with both genders.
2013	<ul style="list-style-type: none"> ▪ Reduce student absences by continuing to monitor their attendance through regular communication links via school and home. ▪ Continue to show an Increase in school connectedness by consolidating our shared beliefs with students and staff by reinforcing the school's purpose and values. ▪ Improve student safety by focussing on cyber bullying and general bullying P-6 through ICT and current social competencies programs. Implementation of 'Little Jigs' throughout level 2 and maintaining 'Solving the Jigsaw' throughout Levels 3 & 4. ▪ Continue to develop a stimulating learning environment that motivates and encourages students to develop confidence and to take 	<ul style="list-style-type: none"> • An improvement in student absence at all levels with an average of 12.6 days or lower • Student relationships in level 4 reflect an improvement in student connectedness through the student survey . • Growth of student voice within the school i.e. JSC, Assemblies. Survey students about the effectiveness of Student Forums • Further reduction in all aspects of bullying within the school context as evidenced through the Student Safety section of the student survey • Staff and Students maximising flexible learning spaces . • Evidence of sustainable programs and

Student Transition and Pathways			responsibility for their own learning	practices from students and staff within the school environment e.g. common language of Tribes, Care Groups and Restorative Practices.	Formatted: Bullets and Numbering
	Year 4	SCHOOL SELF EVALUATION AND REVIEW	SCHOOL SELF EVALUATION AND REVIEW	SCHOOL SELF EVALUATION AND REVIEW	Formatted: Bullets and Numbering
	Year 1		<ul style="list-style-type: none"> Review transition practices throughout the school Investigate a mini expo of local secondary schools to be held at Watteview Audit current transitional practices between levels 	<ul style="list-style-type: none"> 100% of surveyed families to respond Transition variable in the parent survey to be 5.6 or higher. Follow up survey to prep parents and exiting year 6 parents Regular professional dialogue through team and staff meetings. Successful implementation of expo Develop a list of recommendations from the audit 	Formatted: Bullets and Numbering
	Year 2		<ul style="list-style-type: none"> Continue to review transition processes and organisation Implement the recommendations as outlined in the 2011 audit. Review transition processes and organisation Develop school's tracking of individual students to monitor social, academic, behaviour, intervention support and attendance through Ultratnet 	<ul style="list-style-type: none"> Transition variable in the parent survey to be 5.65 or higher Conduct a survey at each level re transition Transition variables in the parent survey to 5.7 or higher Evidence of students results etc in 	Formatted: Bullets and Numbering Formatted: Bullets and Numbering
	Year 3				Formatted: Bullets and Numbering Formatted: Bullets and Numbering
	Year 4	SCHOOL SELF EVALUATION AND REVIEW	SCHOOL SELF EVALUATION AND REVIEW	SCHOOL SELF EVALUATION AND REVIEW	Formatted: Bullets and Numbering

1. To improve student's readiness for the next stage of learning.