

# School Strategic Plan 2018-2022

Wattle View Primary School (5012)



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# School Strategic Plan - 2018-2022

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<b>School vision</b>	At Wattleview Primary our school vision is to educate learners for life. Through high expectations, Wattleview provides a learning environment that empowers all learners to strive for academic excellence and constant personal growth. We focus on literacy and numeracy to empower our students to make valuable contributions to society whilst developing curiosity, creativity, inquiry and questioning minds. Our core values of organisation, persistence, getting along, confidence and resilience foster mutual respect, cooperation, participation and friendship.
<b>School values</b>	The following Values are central to the life of our school. All members of the school community are expected to demonstrate Getting Along, Confidence, Organisation, Persistence and Resilience. Getting Along <ul style="list-style-type: none"><li>• Respecting the diversity (and individual differences) of our school community</li><li>• Demonstrating appropriate behavior and standards of safety</li><li>• Showing care and concern for other people</li><li>• Establishing and maintaining friendships</li></ul> Confidence <ul style="list-style-type: none"><li>• Taking risks and attempting new and challenging things</li><li>• Being independent and working interdependently</li></ul> Persistence <ul style="list-style-type: none"><li>• Questioning and Posing problems</li><li>• Applying past knowledge to new situations</li><li>• Thinking flexibly</li></ul> Organisation <ul style="list-style-type: none"><li>• Setting Individual and Team Goals</li><li>• Planning time effectively</li><li>• Striving for accuracy</li></ul> Resilience <ul style="list-style-type: none"><li>• Remaining open to the notion of continuous learning</li><li>• Accepting the consequences of our actions</li><li>• Coping with and accepting of, change</li></ul>

## Context challenges

- 1, The extent to which student learning data is collected, understood, analysed and used effectively by teachers and teams to inform planning for point of need teaching and monitoring of student learning growth, varies across the school.
  - Staff have not been given sufficient professional learning in the area of data literacy. With some of the work being done this year with our partner school through the SIPS program, we are seeing a greater capacity within some staff to effectively use data to inform teaching practice. Our challenge is to ensure that all staff are data literate and use effective assessment practices to ensure all students learn from their point of need.
  - Staff need to build their skills i.e. by doing an item analysis of the NAPLAN data. There is significant difference in teacher judgement versus NAPLAN therefore there is a need for greater moderation, triangulating data and building a simple assessment schedule with normed data.
  - Currently there is limited data sharing with the students. In some areas of the school this is done well, other areas of the school have not shared data with individual students to assist students to know where they need to focus their attention next. Students need to know why they are being assessed and view the data in order to understand it and use it for future improvement.
  - Our teaching practice needs to reflect Improved student achievement in Literacy and Numeracy, with a focus on increasing our high relative growth and to significantly decrease our low relative growth.
  - There needs to be greater evidence of differentiation across year levels with a particular focus on students who are achieving above expected level .
  - The instructional model for Literacy and Numeracy is not evident across the whole school.
  - There is limited visible learning throughout the school.
  - High Impact Teaching Strategies are not evident in all areas of the school.
  - Data collected through teacher judgements and compared to NAPLAN provided inconsistent views of student achievement.
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2. The extent to which teachers and teams establish consistent and accountable approaches to curriculum planning and instruction across the school to ensure learning is maximised for every student and all cohorts.
  - During the course of 2018 staff have begun to collaborate together to produce whole school documentation. Some of this documentation includes Assessment Schedule (Literacy and Numeracy), Reading and Writing Scope and Sequence, Numeracy Scope and Sequence and an Instructional Model for Reading, Writing and Numeracy. The accountability around the use of these documents has been varied and the challenge is to ensure that all teachers in all teams are using the same documentation.
  - There is a need for all areas of the school to move from cooperation to collaboration, with an increase in collective responsibility across all teams. The year 5/6 team have created a work planner/program which clearly demonstrates our commitment to 10 hours of literacy and 5 hours of numeracy. The planner/program is sequential, outlines learning intentions and success criteria, assessment tasks and teaching groups. This documentation was taken to staff and the other teams are currently adopting the new model of planner. This is to ensure consistent planning/work program documentation across the school.
  - According to the review, staff do not value learning from each other, there needs to be greater respect and shared knowledge

	<p>among peers.</p> <ul style="list-style-type: none"> <li>-From discussions around data, we have determined that we spend time working with the low achievers and towards the middle achievers but have not done enough to support and maximise the learning of our high achievers across the school.</li> </ul> <p>3. The extent to which student voice and learner agency has been activated to empower students and raise their levels of engagement in learning and school?</p> <ul style="list-style-type: none"> <li>- Currently there is limited evidence of student directed learning and enquiry learning used to promote curiosity occurring across all year levels. The challenge for all year levels is to develop a 'growth' mindset and an open mind for all learners at the school (teachers and students).</li> <li>-The feedback from the review seemed to support Wattleview as a 'sporting' school rather than an academic school. It is up to the students and the teachers to raise the profile of academic excellence.</li> <li>-There are not enough opportunities made to 'showcase' student achievement across the school.</li> <li>-Not all classes ensure that the Learning Intentions for the session are clear and known to all members of the group.</li> <li>- Academic achievements need to be published and celebrated within the whole school community.</li> <li>-Unlock more of the students potential by creating active learners who take responsibility for their learning with control and involvement in how and what they learn.</li> </ul> <p>4. The extent to which the school has established a strong three way education partnership with parents and carers in order to enhance student achievement.</p> <ul style="list-style-type: none"> <li>- We currently do not have a high percentage of our families involved in learning partnerships. As a school we need to work with parents to encourage them to become involved in their child's learning. Whilst the 2017 parent opinion survey was generally positive, the partnerships with parents tended to be focussed on wellbeing, behaviour and whole school events rather than on academic achievement. Parent/carer involvement in the school is limited with a small number of parents having regular involvement in the school.</li> <li>- Parents (generally) get involved in whole school event days (Literacy Week/Footy Day) but not in information nights or sessions linked to academic pursuits. We don't seem to be able to find the right 'key to unlock' the required interest.</li> <li>-Many of the parents work and find it difficult to allocate the time to attend to school matters.</li> <li>-Not all parents access the Compass portal to keep informed about what is happening across the school.</li> <li>-Parents will often comment negatively on events that occur at school (e.g. not enough variety on the footy day lunch) but never comment on our academic progress.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Improving literacy and numeracy student achievement and learning growth by:</p> <ul style="list-style-type: none"> <li>-Documented and consistently implemented, whole school instructional models for reading, writing and numeracy.</li> <li>-Building data literacy capacity of teachers and teams ie to analyse assessment data to inform point of need teaching and plan</li> </ul>

differentiated curriculum. Moderate and triangulate data to make more consistent assessment judgements of where students are located on the learning continuum so that there is a match with the NAPLAN assessment data.

- Providing Professional Learning to build teachers capabilities to embed the High Impact Teaching Strategies enabling differentiated teaching and learning tasks,with a focus on strengthening teachers' capabilities to use data to plan for students learning needs.
- Using data to evaluate the impact of teaching on individual students and cohorts.
- Peer Observations using the model outlined in the Peer Observation, Feedback and Reflection: A Practical Guide for Teachers.
- Building an instructional and shared leadership model that supports higher levels of consistency, collective accountability and shared responsibility for improving student achievement, learning growth and engagement.
- Ensuring that the teacher judgements are all evidenced based using consistent assessment practices across the school.

Improving Student Voice and Agency by:-

- Raising levels of student voice and learner agency by embedding strategies where learning is more visible for students and where they are regularly involved in goal setting, self assessment, practising a growth mind set and self regulation.
- Developing a growth mindset in teachers and students.
- Encouraging them to be active and enthusiastic participants in their own learning.
- Promoting collaborative classrooms that engender the gradual release of responsibility model.
- Ensuring that the students know their role in the learning process by providing explicit feedback on their performance.
- Creating active learners by ensuring that the students take responsibility for their learning. Give them control and involvement in how and what they learn.
- Ensuring that the model for learning is explicit and visible.
- Informing students about why they are doing what they are doing. Giving them a reason for learning and assessment tasks.

Improving Parent Participation in Student Learning by:-

- Providing more opportunities for parents to interact academically with their children.
- Re-introduce whole school events that cater for student and parent interest e.g. Literacy and Numeracy week activities.
- Ensuring that parents are kept informed of the learning journey of their child/ren by providing worked examples of their learning tasks.
- Maximise Compass as a way of sharing work and assessment information with parents.

All the aforementioned are important to our core business of educating students. We have a moral obligation to ensure that all students in our school are afforded the same high quality learning opportunities. We will achieve more if we ensure that teacher's are well skilled and confident in their teaching practice; that students understand their role in the learning process and parents take the opportunity to work in partnership with the school to improve student learning outcomes.

We are focussed on providing better learning opportunities for all our students. We want to ensure that all students achieve academic success with an understanding of their own personal growth in curriculum areas. Our feedback needs to be timely, constructive and aimed at future improvement. Our aim is to give all students the same opportunities, regardless of who their

teacher is, in any given year. In 2019 we will have 3 Teacher Specialists, one will lead Numeracy, one Literacy and the third will be focussed on Data Literacy and ICT. Each of these staff members will be a member of the Leadership Team to ensure an instructional and shared leadership structure to support higher levels of consistency, collective accountability and shared responsibility for improving student achievement, learning growth and engagement.

At WVPS we will be prioritising improvement in Reading, Writing and Numeracy, Teacher Practice and Student Voice and Agency. The 3 areas for improvement (Curriculum/Practice/Engagement) will all be interconnected and will form the basis for each year of the School Strategic Plan.

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<b>Goal 1</b>	To improve literacy outcomes and learning growth of all students.
<b>Target 1.1</b>	<p><i>NAPLAN</i></p> <p><i>By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN reading (from 24.3 per cent in 2017) to be 35 per cent or above.</i></p> <p><i>By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN writing (from 0 per cent in 2017) to be 20 per cent or above.</i></p> <p><i>By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN reading assessed as medium and high growth increase from 57.1 per cent in 2017 to be 75 per cent or above.</i></p> <p><i>By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN writing assessed as medium and high growth increase from 62.9 per cent in 2017 to be 75 per cent or above.</i></p>
<b>Target 1.2</b>	<p><i>PAT Reading</i></p> <p><i>To set benchmark data and growth goals in 2018 using PAT Reading (to be finalised).</i></p>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Embed whole school reading and writing instructional models to ensure consistent literacy practice in every classroom

<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Build the capacity of all staff to use evidence-based targeted teaching and high impact teaching strategies to maximise literacy outcomes for every student
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning
<b>Goal 2</b>	To improve numeracy outcomes and learning growth of all students.
<b>Target 2.1</b>	<p>NAPLAN</p> <p><i>By 2020 the percentage of Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 31 per cent in 2017 to 40 per cent or above.</i></p> <p><i>By 2020 the percentage of Year 5 students assessed in the top two bands of NAPLAN numeracy will increase from 13.5 per cent in 2017 to 25 per cent or above.</i></p> <p><i>By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN numeracy assessed as medium and high growth increase from 45.8 per cent in 2017 to be 75 per cent or above.</i></p>
<b>Target 2.2</b>	<p>PAT Mathematics</p> <p><i>To set benchmark data and growth goals in 2018 using PAT Mathematics (to be finalised)</i></p>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Embed a whole school approach to numeracy curriculum planning and instruction
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build the capacity of all staff to use evidence-based targeted teaching and high impact teaching strategies to maximise numeracy outcomes for every student



<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning
<b>Goal 3</b>	To create a collaborative, high expectations learning community to improve student achievement, engagement and wellbeing outcomes.
<b>Target 3.1</b>	<p><i><b>Student Attitudes</b></i></p> <p><i>Variables in the AToSS to reflect the following percentage of positive Year 4–6 student responses:</i></p> <p><i>Student voice and agency—75 per cent or above</i></p>
<b>Target 3.2</b>	<p><i><b>Parent Opinion</b></i></p> <p><i>Variables in the POS to reflect the following percent endorsement:</i></p> <p><i>Student agency and voice—75 per cent or above</i></p> <p><i>School pride and confidence—75 per cent or above</i>  <i>High expectations for success—75 per cent or above</i></p> <p><i>Teacher communication—75 per cent or above</i></p>
<b>Target 3.3</b>	<p><i><b>Staff Opinion</b></i> <i>Variables in the SSS to reflect the following positive endorsement:</i></p> <p><i><u>School climate</u></i></p>

	<p><i>Collective efficacy—80 per cent or above</i></p> <p>Academic emphasis—75 per cent or above</p> <p>Staff trust in colleagues—75 per cent or above</p> <p><u><i>School leadership</i></u></p> <p><i>Instructional leadership—78 per cent or above</i></p>
<p><b>Key Improvement Strategy 3.a</b> Empowering students and building school pride</p>	<p>Build student voice and agency in their own learning so that</p> <ul style="list-style-type: none"> <li>• learning is visible</li> <li>• they consistently establish meaningful learning goals</li> <li>• they develop reflective practices and self assess.</li> </ul>
<p><b>Key Improvement Strategy 3.b</b> Building leadership teams</p>	<p>Strengthen instructional leadership and build authentic professional learning teams to</p> <ul style="list-style-type: none"> <li>• develop higher levels of collective efficacy and shared responsibility</li> <li>• embed more consistent practice</li> <li>• establish a culture where staff believe peer feedback improves practice and that professional learning is enhanced through peer observation.</li> </ul>
<p><b>Key Improvement Strategy 3.c</b> Building communities</p>	<p>Strengthen engagement with parents and the broader school community.</p>