

School Strategic Plan 2022-2026

Wattle View Primary School (5012)



Submitted for review by Tracy Wright (School Principal) on 31 October, 2023 at 03:26 PM

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Endorsed by Erin Weegberg (School Council President) on 30 November, 2023 at 03:25 PM

School Strategic Plan - 2022-2026

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School vision	<p>At Wattle View Primary our school vision continues to be to educate learners for life. Through high expectations, Wattle View 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. These values are underpinned in the Respectful Relations Program which is taught Foundation-Year 6.</p> <p>We want our school vision to be easily remembered and recognised by students, parents, staff and the wider community and therefore have encapsulated it in the following way.</p> <p>At Wattle View Primary School we:</p> <p>Work Hard Value what we do. Persist. Strive for excellence.</p>
School values	<p>The following Values are central to the life of our school. They are displayed in various areas of the school and form the basis for our weekly student awards.</p> <p>All members of the school community are expected to demonstrate Getting Along, Confidence, Organisation, Persistence and Resilience.</p> <p>Getting Along</p> <ul style="list-style-type: none">• Respecting the diversity (and individual differences) of our school community• Demonstrating appropriate behavior 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

	<ul style="list-style-type: none"> • 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
<p>Context challenges</p>	<p>School's Current Context.</p> <p>Wattle View Primary School (Wattle View PS) was established in 1971. It is located at the foothills of the Dandenong Ranges in Ferntree Gully in the eastern suburbs of Melbourne. The school is approximately 38 kilometres from the Melbourne Central Business District.</p> <p>The school grounds comprise three main buildings. The first building houses administration, staff room, meeting rooms and Year 5 and 6 classrooms and learning spaces. A multi-purpose room is also located in this building which is used for breakfast club and mathematics extension classes. The second building houses two literacy intervention work spaces, Year 3 and 4 classrooms and communal work areas, an open library space and an Auslan classroom. The third building houses Foundation classrooms, Years 1 and 2 classrooms and learning areas. There is also a visual arts room along with a large gymnasium. A smaller performing arts area is also located near this building. The school grounds have been landscaped and include an oval, playground equipment located in two areas, two sand pits and an area where further shade sails will be located to provide further shelter.</p> <p>Enrolments at the time of the review were approximately 260 students. Over the past four years, enrolments have remained consistent ranging from 274 in 2019 to 262.4 at the end of March 2022.</p> <p>The Student Family Occupation (SFO) category was 0.5036 and the Student Family Occupation Education (SFOE) index was 0.4324 in 2020.</p> <p>The staffing profile of Wattle View PS includes two full-time Principal Class Officers, 18 teachers and eight Education Support (ES) staff.</p> <p>The school provides an approved curriculum framework.</p>

The school self-funds a chaplaincy program for two days a week. The Respectful Relationships initiative is embedded in school planning. The school is part of the Victorian Professional Learning Communities (PLCs) initiative and provides a before and after school care program through an accredited provider.

Key Challenges

Teaching and Learning

- There needs to be a review of our Instructional Model with a move to the Workshop Model. This will include visits to neighbouring schools to see what is working in their setting.
- Learning visibility from the students point of view - challenges to ensure that all students know what they are doing and why. Added to the challenge is to make sure that all students know where to access support if they are struggling with a concept.
- Understanding of how develop strong Learning Intentions and Success Criteria

Assessment

- Improvement of assessment strategies: staff will
- Obtain and provide clear feedback on student learning growth
- Consistently implement assessments
- Follow the Assessment Schedule
- Record data for each subject area, stored in an accessible location.
- Deepen Data discussions across year levels and specific units of work
- Use assessments to identify students needing additional support above and below the curriculum and cater to their learning needs

Leadership

- Professional Development around developing strong Learning Intentions and Success Criteria
- Lack of middle level leadership - e.g. Area/Level Leaders

Engagement

Practices that need to be introduced, strengthened or adapted:

- Professional Learning Communities
- Communities of Practice
- Classroom norms to reflect the school norms
- Updated values to reflect the changing community with staff, students and the wider community polled to determine the most important values for WVPS in moving to the 2023-2027 SSP.

	<ul style="list-style-type: none"> - Documentation changes to the Instructional model to become a student facing workshop model. Strengthen teacher knowledge of the PLC process. <p>Resources</p> <ul style="list-style-type: none"> - Strengthen teacher knowledge of the Professional Learning Communities Process. - Ensure strong induction processes that provide new staff knowledge and understanding of 'The Wattle View Way'.
<p>Intent, rationale and focus</p>	<p>Future Directions for PLC Implementation</p> <p>Teaching and Learning : Continue to develop and embed a consistent instructional model across all levels of the school</p> <p>Assessment : Develop teacher and team capability to utilize data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of need.</p> <p>Engagement: To position students as active learners, embed routine opportunities for students to provide feedback about their learning experience, and build teacher capacity to provide helpful and focused information to students about how they can improve their learning.</p> <p>Goal 1 : To improve the learning growth and achievement of every student in Literacy and Numeracy.</p> <p>Rationale : The Panel scrutinized NAPLAN top two bands, benchmark growth data and Teacher Judgement data. The Panel considered that student learning outcomes in literacy and numeracy demonstrated low growth at Year 3 and Year 5. Robust analysis of data was not yet fully developed, particularly moderation involving the triangulation of data, and the inclusion of NAPLAN data to inform consistent teacher judgement. The Panel agreed that continuing PLC work to develop processes to monitor the impact of</p>

teaching on learning outcomes would support ongoing improvements in student achievement. The Panel felt the school's instructional model was a work in progress and needed to be consistently applied across the school. The Panel felt a future focus on these areas would increase learning outcomes for all students.

Priorities: Teaching & Learning and Assessment.

Goal 2 : To empower students to be active learners.

Rationale: Fieldwork indicated the implementation of strategies to promote learner agency needed development in particular seeking student feedback about the learning experiences and building the capacity of teachers to provide purposeful feedback which would enable students to improve their learning achievements. The Panel concluded that developing strategies to build teacher capacity in the areas of sharing data with students, ensuring feedback was a two-way process and establishing collaborative and differentiated goal setting, would empower students to improve achievement and learning outcomes over the next strategic planning period.

Priorities: Engagement, Teaching & Learning and Assessment

Goal 3 : To enhance student well-being and connectedness to school.

Rationale : The Panel noted the social and emotional support for students was a school priority and strategies to support student well-being were embedded throughout the school. In addition, enhancing the current strategies, involving the whole-school community as supporters of student learning would enhance the ongoing social and emotional well-being of students and promote confidence and resilience in all students. The Panel agreed there was value in the school further developing the 'Wattle View Way' to include statements about learning and teaching approaches which define a community collaboration approach to learning at Wattle View PS. The Panel agreed the practices of the school demonstrate significant strengths, with the opportunity to refine and further develop some practices to work towards excelling.

Priorities: Support

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Goal 1	To improve the learning growth and achievement of every student in Literacy and Numeracy.
Target 1.1	By 2026, increase the number of students in the strong and exceeding, or exceeding proficiency from: Year 3 Reading from 11% to 16% (exceeding) Year 5 Reading from 8% to 18% (exceeding) Year 3 Writing from 6% to 10% (exceeding) Year 5 Writing from 6% to 10% (exceeding) Year 3 Numeracy 59 to 62% (strong and exceeding) Year 5 Numeracy 61 to 64% (strong and exceeding)
Target 1.2	By 2026, increase the number of students 'at' or 'above' expected levels in Teacher Judgements from: <ul style="list-style-type: none">• Reading to 83% (from 76% in 2021)• Writing to 78% (from 66% in 2021)• Numeracy to 83% (from 73% in 2021)
Target 1.3	By 2026, the per cent positive endorsement on the School Staff Survey will be: <ul style="list-style-type: none">• Teacher collaboration—80% (from 60% in 2021)

	<ul style="list-style-type: none"> • Collective responsibility - 80% (from 72% in 2021) • Understand how to analyse data—70% (from 53% in 2021) • Skills to measure impact—80% (from 67% in 2021) • Academic emphasis—70% (from 56% in 2021)
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build whole-school consistency in evidenced based instructional practice.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop teacher professional and pedagogical knowledge to enhance learning and teaching.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of need.
Goal 2	To empower students to be active learners.
Target 2.1	By 2026, the per cent positive endorsement on the Attitudes to School Survey for Years 4–6 will be: <ul style="list-style-type: none"> • Sense of confidence—85%(from 70% in 2021) • Perseverance - 68% (from 65% in 2021)

	<ul style="list-style-type: none"> • Student voice and agency—65% (from 57% in 2021)
Target 2.2	<p>By 2026, the per cent positive endorsement on the School Staff Survey will be:</p> <ul style="list-style-type: none"> • Using student feedback to improve practice—70% (from 67% in 2021) • Understand formative assessment—80% (from 53% in 2021)
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	To build teacher capacity to activate Learner Agency.
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Develop a whole-school strategy for students to monitor their own learning goals and progress.
<p>Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Ensure effective feedback processes are utilised to support improved student learning.
Goal 3	To enhance student wellbeing and connectedness to school.
Target 3.1	By 2026, the per cent positive endorsement on the Attitudes to School Survey for Years 4–6 will be:

	<ul style="list-style-type: none"> • Teacher concern 80% (from 75% in 2021) • Trusting students and parents 75% (from 64% in 2021) • Emotional awareness and regulation—80% (from 64% in 2021)
<p>Target 3.2</p>	<p>By 2026, the per cent positive endorsement on the POS will be:</p> <ul style="list-style-type: none"> • Teacher communication—80% (from 64% in 2021)
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>To create further opportunities for authentic learning partnerships between students, staff and parents.</p>