

Wattle Park 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) |
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| Principal: ... <i>Gayle Cope</i> Ms Gayle Cope 7 th March 2017 |[name] [date] |[name] [date] |
| School council: <i>J.S. Holland</i> Mrs Joanna Holland |[name] [date] |[name] [date] |
| Delegate of the Secretary: Mrs Sharon Saitlik |[name] [date] |[name] [date] |

| School vision | School values | Context and challenges | Intent, rationale and focus |
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| <p>Based on what is emerging and changing now, we can say that:</p> <ul style="list-style-type: none"> Our lives and work lives will be swept by regular waves of change More work will involve international connections and citizenship will gain a more global focus More work will be multidisciplinary, involving new kinds of collaboration Far more jobs will mean working intimately with digital machines and intelligent systems More elements of work and life will use visual communication The world will be battling sustainability issues in ways that will affect most workers Citizenship responsibilities will only grow more complicated as societies confront new issues <p>How to prepare a child for an uncertain range of possible futures and for steady change is through what we as a school community is outlined in the 9 guiding beliefs and principles by Mr. John B. Mahaffie (Leading Futurist LLC).</p> <ol style="list-style-type: none"> Love of Learning Skill at learning Self-knowledge People sense Communication Worldliness Comfort with complexity Goal setting Open minds | <p>Wattle Park Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.</p> <p>We respect the diversity of individuals in our school community and address the shared responsibilities of all members in building safe and respectful school communities.</p> <p>Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.</p> <p>We acknowledge that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.</p> <p>As Teachers and all non-teaching staff, we will:</p> <ul style="list-style-type: none"> Model positive behaviour to students consistent with the standards of our profession. Proactively engage with parents about student outcomes. Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly. Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs. Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents. Treat all members of the school community with respect. <p>As students we will:</p> <ul style="list-style-type: none"> Model positive behaviour to other students. Comply with and model our school values of Respect, Encourage, Value, Care, Challenge, To Be Responsible. Behave in a safe and responsible manner. Respect ourselves, other members of the school community and the school environment. Actively participate in school. Support and encourage the learning of others. Make the most of our educational opportunities. | <p>Wattle Park Primary School is located in the Eastern suburbs on the border of Whitehorse and Boroondara councils and is a member of the newly named Riversdale Network of Schools. Wattle Park Primary School currently has an enrolment of just over 400 students. The students are mainly from the local area with two per cent overseas students.</p> <p>The teaching staff comprises eighteen classroom teachers and seven specialist teachers in the areas of; Chinese, Library, Performing Arts, Physical Education, Reading Intervention, Visual Art and English as an additional language. Students from Foundation (Preparatory) to Year 6 have weekly specialist sessions in all areas excepting reading intervention and English as an additional language. These two programs are provided for individual students with particular needs. Six teacher learning assistants are employed to provide extra assistance for students who need support with their learning.</p> <p>The school is structured around eighteen classes in 2016, based on age. Class sizes vary from 20 students to 27 students. The enrolment trend is increasing, 376 in 2014, 384 in 2015 and 402 in 2016. There are three Foundation classes, two Year 1 classes, two year 2 classes, three Year 3 classes, three year 4 classes, two Year 5 classes and three Year 6 classes. The staffing profile consists of a Principal, an assistant principal, 17 full time teaching staff, eight part-time teaching staff and eight educational support staff (including 6 part time integration aides, part-time office staff and a business manager) and 2 locally employed Stephanie Alexander Kitchen Garden specialists.</p> <p>The school had 280 families from 27 different cultural backgrounds.</p> <p>The Wattle Park school community is actively involved in school programs supported by volunteers. Parents, grandparents, neighbours and Deakin University students participate in classroom learning and teaching programs, Stephanie Alexander kitchen and garden classes, working bees, canteen and fundraising initiatives.</p> | <p>Data gathered through the 'Creating a High Performance Learning Culture School Survey' indicates that Wattle Park Primary School staff are highly committed to further develop pedagogical practice and to build collaborative processes across the school.</p> <p>The school has undertaken considerable work in Science which has had a whole school impact. The success of this initiative will be used as a model to develop excellence in other areas of the curriculum.</p> <p>A key part of this work will be to further develop data skills and understand better and evaluate carefully those data sets which are most useful to guide learning and which are integral to the schools assessment schedule.</p> <p>The schools writing results are not as impressive as other learning areas and would benefit from further concerted whole school focus. We will continue to improve moderation processes to improve teacher judgements about student progress across all learning areas.</p> <p>While the school is generally advantaged in several respects, there are increasing challenges for a cohort of students due to circumstances such as Out of Home Care, recent migration and requirements for English as an additional language (EAL) and economic disadvantage. The demographic composition of the school will be more diverse and this is seen as an opportunity to position the school in its community to develop global citizenship.</p> <p>The school wishes to revisit its values and vision in the context of the emerging diversity of its students now and into the future.</p> |



| 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) | | | | | | | | | | | | | | | | | | | | |
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| <p>Improve the instructional capability of the leadership team and the collective endeavour of all staff to effectively support student learning.</p> | <p>Building Professional Leadership</p> | <p>Build the instructional leadership capability of the leadership team and of all teachers to provide professional support to each other through continued development of peer observation and feedback.</p> <ul style="list-style-type: none"> - Leadership organisational structures that support the achievement of the goals in the Strategic Plan and AIP - Engagement with FISO (Framework for Improving Student Outcomes) group "Building Leadership Capacity" - Provide professional development opportunities for Middle Leaders to lead improvement initiatives - Organise opportunities to moderate across FISO group schools | <p>Staff Opinion Survey Using Genos 'Creating a High Performance Learning Culture' school survey as baseline data increase percentage (10% per year) in the areas of :</p> <table border="1"> <tr> <td>I have received effective feedback about my teaching methods drawn from classroom observations. 64% to 85%</td> </tr> <tr> <td>The staff in my school has a shared understanding of what quality teaching involves. 64% to 85%</td> </tr> <tr> <td>Teachers in my school provide effective feedback to colleagues on their teaching methods. 64% to 85%</td> </tr> <tr> <td>The school leadership team ensures the rationale for change is clear. 68% to 85%</td> </tr> </table> | I have received effective feedback about my teaching methods drawn from classroom observations. 64% to 85% | The staff in my school has a shared understanding of what quality teaching involves. 64% to 85% | Teachers in my school provide effective feedback to colleagues on their teaching methods. 64% to 85% | The school leadership team ensures the rationale for change is clear. 68% to 85% | | | | | | | | | | | | | | | | |
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| <p>Ensure all students are learning to their potential across all stages of learning and areas of the school curriculum.</p> | <p>Excellence in Teaching and Learning</p> | <p>Excellence in teaching and learning will be supported by a focus on curriculum planning and implementation for writing and Science as whole school strategies.</p> <ul style="list-style-type: none"> - Build expertise to improve classroom practice - Deeper understanding of the needs of students as they progress from junior to senior levels in the school - Implement the F-10 Victorian Curriculum - Implement a whole school instructional model - Continue to seek opportunities for the development of innovative Science practices and initiatives | <p>Teacher Judgement for Mathematics and English within the expected standards - Performance Against Threshold Standards</p> <p>Top 2 bands (NAPLAN) % achievement relative to similar school's group in Mathematics and English</p> <table border="1"> <thead> <tr> <th>2016 Results</th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>66%</td> <td>52%</td> </tr> <tr> <td>Writing</td> <td>64%</td> <td>14%</td> </tr> <tr> <td>Mathematics</td> <td>62%</td> <td>54%</td> </tr> </tbody> </table> <p>Relative Growth (NAPLAN) 25% high growth as per Education State target</p> <table border="1"> <thead> <tr> <th>2016 Results</th> <th>Year 3 to Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>18%</td> </tr> <tr> <td>Mathematics</td> <td>40%</td> </tr> </tbody> </table> | 2016 Results | Year 3 | Year 5 | Reading | 66% | 52% | Writing | 64% | 14% | Mathematics | 62% | 54% | 2016 Results | Year 3 to Year 5 | Reading | 18% | Writing | 18% | Mathematics | 40% |
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| <p>Continue to build a positive school culture and climate that ensures all students achievements and capabilities are enhanced so they can contribute to the Wattle Park PS community.</p> | <p>Positive Climate for Learning</p> | <p>Develop a broader framework for engagement and well-being, ensuring inclusion and extending and challenging all students will remain a focus in the coming period</p> <ul style="list-style-type: none"> - Review current Engagement and Wellbeing policy and related programs - Utilise data management systems to track student progress throughout their school life - Implement the Better buddies program - Allocation of resources to continue to support all students and teachers in their learning - The provision of a broad range of educational opportunities which develop the whole child (social, physical, emotional and academic) | <p>Attendance: Maintain attendance data compared to similar schools (2016 17%) Reduce the number of unapproved absences</p> <p>Attitudes To School Survey: Maintain high baseline of achievement in Attitude to School Survey, improvement in Stimulating Learning, Teacher Effectiveness and Teacher Empathy by 10%</p> <p>Increase parent participation and/ or use of online communication tools by 10%</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Develop with the school community a vision for the values, knowledge and skills students will have when they graduate from Wattle Park PS.</p> | <p>Community Engagement In Learning</p> | <p>Develop a strong narrative, involving all the community, about The capabilities and skills for the future that Wattle Park Primary School graduates should possess.</p> <ul style="list-style-type: none"> - Understanding who is in our community and their needs - Explore the role of globalisation and its impact on the school community - Explore the role of technology in students learning - Actively seek to engage broader community views on relevant educational issues - Continue to provide a range of opportunities to engage with the broader school community | <p>Community Engagement In Learning:</p> <p>Pride and Confidence In Our Schools (maintain 2016 %)</p> <table border="1"> <tr> <td>81% connected to the school</td> </tr> <tr> <td>81% of staff were positive about school climate</td> </tr> <tr> <td>90% of parents satisfied with the school</td> </tr> </table> | 81% connected to the school | 81% of staff were positive about school climate | 90% of parents satisfied with the school | | | | | | | | | | | | | | | | | |
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