

School Strategic Plan 2020-2024

Wandong Primary School (1277)



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School Strategic Plan - 2020-2024

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School vision	<p>Wandong Primary School's vision is: Making a difference by developing confident, independent and resilient learners who strive for personal excellence.</p> <p>We have a strong belief that when we create an environment in which high-expectations are common, coupled with explicit and targeted teaching, all students will strive to achieve their best. These high-expectations carry across to student behaviour and help to build a community where responsibility and respect are valued.</p>
School values	<p>Wandong Primary School is proud to be a school driven by strong values and we maintain a commitment to the belief that every student can learn. The school has adopted three underlining values that are explicitly taught to all students throughout the year. These are: Pride, Kindness and Curiosity:</p> <p>We show pride by...</p> <ul style="list-style-type: none">• being present• being solutions focused• engaging professionally• celebrating our outcomes• being punctual• being efficient• being collectively responsible for all <p>We show kindness by...</p> <ul style="list-style-type: none">• being collaborative and supportive• being solutions focused• contributing and sharing• having a positive attitude and intent• respectfully challenging ideas• actively listening and ensuring others are cared for• being available and appreciative of others <p>We show curiosity by...</p> <ul style="list-style-type: none">• being open to learning by taking educated risks• dedicating time to professional learning• believing in self and collective efficacy

	<ul style="list-style-type: none"> • asking the right questions to the right people
Context challenges	<p>From our self evaluation, the key challenges at Wandong Primary School over the last four years related to high staff turnover, which included much inconsistency in leadership roles at the school. This led to inconsistent approaches being used towards achieving our targets. Over the last 12 months, our staffing profile has stabilised and leaders have all secured substantive roles which gives us a very stable base over the next SSP period.</p> <p>The full effects of COVID-19 are not known at present, however, early indicators suggest a negative impact on learning and wellbeing for a significant portion of our student population. This will change the landscape for the forthcoming SSP and require highly strategic allocation of resources in order to meet our intended targets.</p> <p>Of particular note is the impact of both inconsistent approaches and COVID-19 on our 2021 Grade 1/2 cohort. Many of these learners will begin their year from a low base which has not been seen at Wandong PS for the duration of the previous SSP. Therefore, this cohort will require special considerations to make necessary gains and this effort will demand a large percentage of our intervention and student support service resources available to the school.</p>
Intent, rationale and focus	<p>Our Intent:</p> <ul style="list-style-type: none"> - to strengthen an inclusive, safe and supportive environment that focuses on quality learning and teaching - to improve student learning outcomes in Literacy and Numeracy, particularly in regards to learning gain - to develop students who are independent and actively engaged in their learning and community - to improve the allocation of resources (human, financial, time, space and materials) to maximise learning outcomes for all students. <p>Our rationale:</p> <ul style="list-style-type: none"> - teachers will deliver quality, consistent whole-school Literacy and Numeracy programs - teachers will have a strong belief in the pedagogy and delivery of curriculum programs - student motivation and engagement will grow - teachers will enhance the culture of high expectations with students and the community - parents and carers will have a high-level of engagement in student learning. <p>Our priorities and focus areas:</p> <p>All of our Key Improvement Strategies are linked to the priorities and initiatives outlined in the Framework for Improving Student Outcomes Improvement (FISO) model. Our priorities for the next four years will be in Building Practice Excellence through the development of a school-wide pedagogical model, Empowering Students and Building School Pride, and Setting Expectations and Promoting Inclusion by continuing to enhance the culture of high-expectations and further engaging students in their learning and Health and Wellbeing where students are supported to be resilient and emotionally equipped learners.</p>

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Goal 1	Improve Literacy and Numeracy achievement and learning growth for every student.
Target 1.1	<p>NAPLAN</p> <p>By 2024, increase the percentage of Year 5 students achieving At or Above benchmark growth in NAPLAN to 80 per cent or above for:</p> <ul style="list-style-type: none">• Reading (from 76% in 2019)• Numeracy (from 75% in 2019) <p>And</p> <p>By 2024, increase the percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN for:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading to 37% (from 32% in 2019)• Writing to 43% (from 38% in 2019)• Numeracy to 27% (from 22% in 2019) <p>Year 5</p> <ul style="list-style-type: none">• Reading to 34% (from 29% in 2019)• Writing to 24% (from 19% in 2019)• Numeracy to 28% (from 23% in 2019)

<p>Target 1.2</p>	<p>Teacher judgement</p> <p>By 2024, using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data, 30 per cent of students across Prep–Year 6 will achieve above age expected level in:</p> <ul style="list-style-type: none"> • Reading & Viewing (32% in 2019) • Writing (14% in 2019) • Number and Algebra (17% in 2019) <p>And less than 11 percent of students will make below expected growth in:</p> <ul style="list-style-type: none"> • Reading & Viewing (25% in 2019) • Writing (35% in 2019) • Number & Algebra (27% in 2019)
<p>Target 1.3</p>	<p>School Staff Survey (SSS)</p> <p>By 2024, the per cent positive endorsement on SSS will be:</p> <ul style="list-style-type: none"> • Academic emphasis—75% (from 68% in 2019) • Teacher collaboration —75% (from 62% in 2019) • Understand how to analyse data—70% (from 63% in 2019) • Seek feedback to improve practice—70% (from 59% in 2019)
<p>Target 1.4</p>	<p>AToSS</p> <p>By 2024, the percent positive responses score on the AToSS will be:</p>

	<ul style="list-style-type: none"> • Motivation and interest—80% (from 77% in 2019) • Stimulated learning—85% or above (from 78% in 2019)
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Embed consistent, high quality instructional practices across the school.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to collect and analyse data for differentiated teaching and learning.
Key Improvement Strategy 1.c Building leadership teams	Embed positive feedback practices.
Goal 2	Improve learner agency and engagement.
Target 2.1	AToSS By 2024, the overall percent positive score on the AToSS for Years 4–6 will be: <ul style="list-style-type: none"> • Student voice and agency—75% or above (from 65% in 2019) • Self-regulation and goal setting—85% or above (from 80% in 2019) • Resilience—80% or above (from 73% in 2019) • Sense of confidence—80% or above (from 76% in 2019)

Target 2.2	School–developed survey By 2024, the data will have improved by 10 per cent on baseline data to be determined by a school–developed survey in 2021.
Target 2.3	SSS By 2024, the percent positive endorsement scores on the SSS will be: <ul style="list-style-type: none"> • Skills to measure impact—80% or above (from 74% in 2019) • Plan differentiated learning activities—80% or above (from 78% in 2019) • Use student feedback to improve practice—75% or above (from 63% in 2019) • Focus learning on real life problems—75 % or above (from 67% in 2019)
Key Improvement Strategy 2.a Empowering students and building school pride	Build teacher knowledge and practice excellence in the use of learner centred teaching that enables the consistent use of learner agency and metacognitive strategies in all classrooms.
Key Improvement Strategy 2.b Empowering students and building school pride	Build student capabilities to monitor and assess their own learning.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop a learning climate that promotes challenge, engagement, inquiry and curiosity.
Goal 3	Improve student wellbeing.

<p>Target 3.1</p>	<p>AToSS</p> <p>By 2024, the AToSS will show 80 per cent positive endorsement for:</p> <ul style="list-style-type: none"> • Sense of connectedness (from 72% in 2019) • Teacher concern (from 77% in 2019) • Managing bullying (from 76% in 2019) • Effective classroom behaviour (from 76% in 2019)
<p>Target 3.2</p>	<p>POS</p> <p>By 2024, responses to the POS will show positive endorsement for:</p> <ul style="list-style-type: none"> • School improvement to 90% (from 84% in 2019) • Managing bullying to 85% (from 84% in 2019)
<p>Target 3.3</p>	<p>SWPBS</p> <p>By 2024, the annual number of negative behaviour reports will decrease by 10 per cent on baseline data to be gathered in 2021.</p>
<p>Target 3.4</p>	<p>Student attendance</p> <p>By 2024, average absence days per full time equivalent student will be 10% below the State average (16.3 days in 2019)</p>

Key Improvement Strategy 3.a Health and wellbeing	Embed the SWPBS consistently across the school.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Embed a consistent whole-school approach to promoting attendance.
Key Improvement Strategy 3.c Health and wellbeing	Embed a whole-school tiered approach to social and emotional wellbeing.