

School Strategic Plan 2024-2028

Wandong Primary School (1277)



Submitted for review by Kelly Morrow (School Principal) on 16 September, 2024 at 03:04 PM

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School vision	Wandong Primary School's vision is: Making a difference by developing confident, independent and resilient learners who strive for personal excellence. We hold a strong belief that when we create an environment in which high-expectations are common. This, coupled with explicit and targeted teaching, ensures all students can strive to achieve their best. High-expectations carry across to student behaviour and help to build a community where responsibility and respect are valued.
School values	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 four underlining values that are explicitly taught to all students throughout the year. At Wandong Primary School we develop positive, safe, supportive learning cultures through a consistent focus on demonstrating our school values of “Gratitude”, “Pride”, “Kindness” and “Curiosity”. We show pride by... • being present • being solutions focused • engaging professionally • celebrating our outcomes • being punctual • being efficient • being collectively responsible for all We show kindness by... • 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 We show curiosity by... • being open to learning by taking educated risks

	• dedicating time to professional learning • believing in self and collective efficacy • asking the right questions to the right people We show gratitude by... • practicing gratefulness in our daily interactions • dedicating time to show thankfulness • focusing on what is good • lifting others up
Context challenges	Firstly, WPS appears to have a high percentage of students across its population, who require significant adjustments to support learning and/or wellbeing. For 2024, the school reported 205 students out of a total population of 494 students, who required some level of adjustment over and above quality classroom differentiated practice. This demographic was 'audited' by the APs of Wellbeing and Curriculum, who found that with substantial data and learning plan evidence, this 41% was indicative of the school population. Within the school's NCCD supported population, 19% of students were found to require Substantial or Extensive adjustments. While the school has been able to action significant support systems and teams around these learners, including intervention and allied health support, it continues to be difficult to ensure these students are able to progress at the same rate as their peers. A child, for example, with PSD or DI funding, specific learning-based challenges, mental health and wellbeing challenges, or trauma, may not always be able to make '6 months learning growth in 6 months' despite the extensive efforts of the team around them. This does not mean that these students are not experiencing learning growth over longer periods of time, and in fact evidence shows that the percentage of students achieving below the expected level has dramatically reduced over the course of the SSP period. Fluctuations in the rate of learning within shorter periods of time however are expected of these students, and this of course impacts the school's ability to meet below expected growth targets, which were previously set at a target of <11% each semester. Additionally, funding restrictions have been a barrier. Looking closely at our four-tiered intervention model, the impact of these programs on student learning in Literacy have been immense. The school understands that with the adequate staffing it is able to put programs in place which have a high impact on student learning outcomes. However, transferring this same level of intervention to Mathematics has been difficult, as funding in this space only stretches so far. The school is confident that had it been able to allocate more funds towards building a comparable Maths intervention team and approach, the impact on student learning growth and achievement would have been just as great. The school still views its ability to expand intervention to include a smaller dedicated Maths team in Years F-2 as a huge positive in the course of its target driven work and are grateful for the funds which have enabled them to do this. Finally, time restrictions around instructional minutes dedicated to programs is an ongoing barrier. Juggling the competing pressures of all curricular areas is an ongoing challenge, and although six hours of the weekly learning program is dedicated to Mathematics, the school knows that the impact of its instructional model could be greater, if it was possible to duplicate the time invested in Reading; consisting of four double hour learning blocks per week. The

	Mathematics curriculum continues to be the most crowded curriculum, and covering content in a way which is deep and rich, and which responds to the relevant data, as apposed to 'skimming the surface to cover it all' continues to be an ongoing challenge. This is despite may creative attempts to solve this problem over the course of the previous SSP period. The school is hopeful that the roll out of the new Maths 2.0 curriculum in 2025 may be supportive of these efforts.
Intent, rationale and focus	Intent: Maximise student learning outcomes in English and Mathematics. Rationale and Focus: The panel noted that the school had made considerable progress over the duration of the SSP to embed an evidence based instructional model in Literacy and more recently, in Mathematics. The panel recommended that the school continue to focus on embedding an evidence-based mathematics instructional model. The panel observed effective teams who were invested in all students in their year level and were committed to using student data to measure their impact. The panel also noted the consistent planning and protocols tools that had been developed by leadership and the forensic monitoring of students at risk. The panel noted that there had been several changes to staffing and recommended that a focus continue with the induction of new staff and on the capacity building of potential middle leaders. Maximising student learning outcomes in English and Mathematics is crucial because these subjects serve as the foundations for a wide variety of skills that are essential in both academic and real-world settings. Proficiency in English enhances communication abilities, information processing and critical thinking, enabling students to articulate ideas effectively, understand complex texts and critically view and consume media. Meanwhile, strong mathematical skills foster logical reasoning, problem-solving capabilities, and analytical thinking, which are vital in numerous fields, from science and technology to everyday decision-making. By prioritising excellence in these areas, educators can equip students with the tools they need to succeed in higher education, the workforce, and as informed, capable members of society. Over the course of the next four years, the schools Strategic Plan will focus on continued implementation of evidence-based Instructional Models, data-driven instruction and intervention, and professional development and capacity building. By focusing on these strategic initiatives, the school is committed to creating an environment where every student can excel in English and Mathematics, laying the groundwork for lifelong success and fulfillment. Intent: Maximise student wellbeing outcomes. Rationale and Focus: The panel noted the positive, calm, and safe classroom environment that had been established across the school due to the commitment of leadership and staff. The leadership informed the panel that since students returned from remote learning, more students required tiered supports to meet their learning and behavioural needs. The panel noted the investment the school had made in human capital to enhance the skills of the wellbeing team to meet the diverse needs of its students and recommended that a continued focus on wellbeing should be a priority in the next SSP.

	Continued professional learning for teachers and ES staff to further build their capacity to meet the disability and inclusion requirements of the Department of Education (DE) would also assist in the supporting of students' wellbeing needs. Maximizing student wellbeing outcomes is crucial because it significantly impacts children's academic performance, emotional resilience, and overall development. When students feel supported and valued, they are more likely to engage actively in their learning, develop positive relationships, and cultivate a sense of belonging within the school community. Prioritising wellbeing fosters a healthy environment where students can thrive both academically and personally, ultimately preparing them to navigate the complexities of life with confidence and competence. Over the course of the next four years, the schools Strategic Plan will focus on continued professional development, tiered support systems and strengthening the wellbeing team. In doing so, the school will ensure that it can build staff capacity to meet the diverse needs of students and to continually address the increasing demand for tailored wellbeing services, ensuring a robust support network for all students.
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Goal 1	Maximise student learning outcomes in English and Mathematics.
Target 1.1	By 2028 increase the percentage of year 3 students achieving strong and exceeding proficiency levels for: • Reading from 81% (2024) to 85% • Writing from 78% (2024) to 80% • Numeracy from 69% (2024) to 75%. By 2028, increase the percentage of year 5 students achieving strong and exceeding proficiency levels for: • Reading from 70% (2024) to 75% • Writing from 68% (2024) to 75% • Numeracy from 63% (2024) to 70%.
Target 1.2	By 2028, increase the percentage of students working above expected level against the Victorian Curriculum, according to teacher judgements for: • Reading and viewing 43% (2023) to 45% • Writing 27% (2023) to 35% • Number and algebra 34% (2023) to 40%.
Target 1.3	By 2028, improve the percentage of positive responses for the following Staff Opinion Survey factors: • Academic emphasis 77% (2023) to 85% • Understand how to analyse data 79% (2023) to 85% • Seek feedback to improve practice 80% (2023) to 85%.
Target 1.4	By 2028, maintain above 90% of positive responses for the following Student Attitudes to School Survey (AtoSS) factors:

	• Differentiated learning challenge 98% (2023) • Stimulated learning 97% (2023) • Effective teaching time 98% (2023).
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Maintain a culture of high expectations of all stakeholders.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a whole school evidence-based approach to Numeracy.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen staff capacity to implement differentiated programs.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

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	
Key Improvement Strategy 1.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Continue to build middle leadership knowledge and skills to lead the implementation of evidence-based curriculum and assessment.
Goal 2	Maximise student wellbeing outcomes.
Target 2.1	By 2028, maintain or achieve above 90% of positive endorsement for the following Attitudes to School Survey factors: • School Connectedness 95% (2023) • Sense of inclusion 100% (2023) • Emotional awareness and regulation 88% (2023) • Managing bullying 97% (2023) • Effective classroom behaviour 98% (2023).
Target 2.2	By 2028, maintain above 90% of positive endorsement for the following School Staff Opinion Survey factors: • Believe student engagement is key 96% (2023) • Support growth and learning of whole student 96% (2023).
Target 2.3	By 2028, decrease the percentage of students with 20+ days absence from 39% (2023) to 25%.

Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Maintain processes, protocols and systems to identify students at risk and maintain and enhance the tiered response to ensure all students are connected to learning.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Maintain targeted intervention practices and protocols that promote attendance.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Continue to build knowledge of all stakeholders to support the implementation of the Disability Inclusion Framework.
Key Improvement Strategy 2.c	

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	