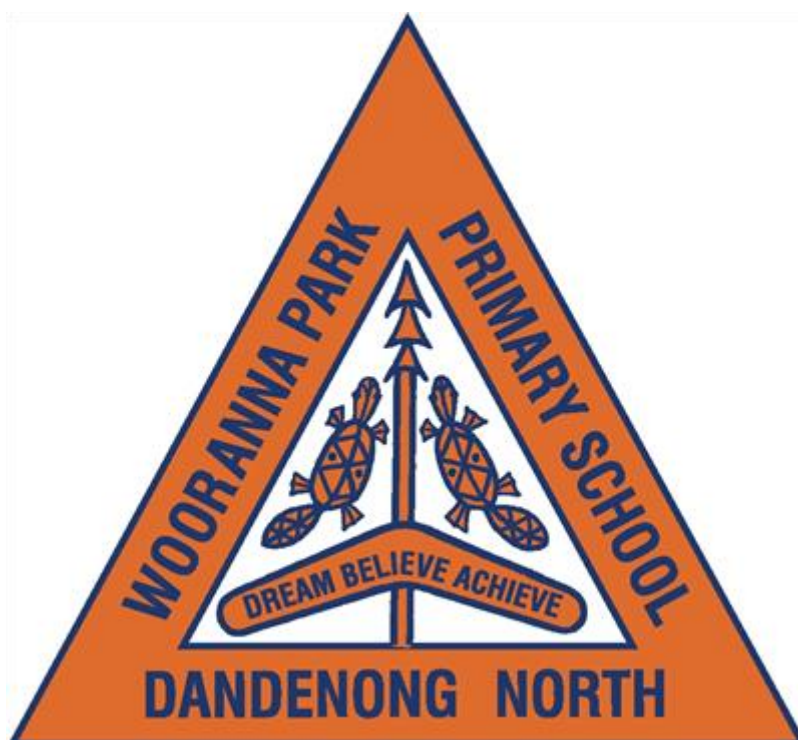


School Strategic Plan 2020-2024

Wooranna Park Primary School (4989)



Submitted for review by Paul Hilton (School Principal) on 17 February, 2021 at 11:47 AM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 17 February, 2021 at 11:55 AM

Endorsed by Michelle Karton (School Council President) on 17 February, 2021 at 07:19 PM

School Strategic Plan - 2020-2024

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School vision	<p>School Vision If our students are to maximize their learning, then Wooranna Park Primary School must be a place of optimism, excitement and challenge, where students and teachers see each day as a journey, full of purpose and where intellectual engagement and connectedness to the outside world are priorities.</p> <p>School Mission To provide students with a learning environment that recognises children learn best when engaged with real world, authentic tasks, involving problem solving and collaboration with peers on interdisciplinary, research based project work. To enhance student engagement in this work, the teacher plays a key role as a coach and facilitator empowering students to take responsibility for their learning.</p>
School values	<p>Wooranna Park values: The 7 C's (New Pedagogies for Deep Learning - Michael Fullan) - collaboration, curiosity, citizenship, communication, critical thinking, character, creativity DET values which include: responsiveness, integrity, impartiality, accountability, respect, leadership, and human rights. Global connections/ networking</p>
Context challenges	<p>Wooranna Park Primary School is located within Dandenong North that is situated in the south-east corridor of Melbourne approximately 34 kilometres from the Melbourne Central Business District. The current school population is 334 students (2021) with an SFO of 0.5363 (2020). The school population has a large proportion of students with a language background other than English. Currently 22 students receive funding through the PSD program with a number of other children who have high inclusion needs but do not qualify for this program. In addition to this many of our students come from low socio-economic families with some of these students having experienced trauma.</p> <p>Challenges: 1. To establish a strong connection between our school's philosophy - Raison D'etre and the Victorian Curriculum (consistency of practice) 2. Catering for children with additional needs - EAL, PSD funded, high inclusion requirements, low socio-economic families, trauma affected</p>

	<ol style="list-style-type: none"> 3. To develop a school wide Assessment Schedule that is strictly adhered to by all teachers. 4. To establish data literate teachers who use multiple sets of student learning data to review and analyse student learning and to inform relevant program development and delivery differentiation at student point of learning need. 5. To develop a consistent and effective tracking system of student data particularly data generated from summative assessment of student learning. 6. To establish an effective PLT program where middle leaders have the capacity to lead their staff teams with clear purpose and intention. 7. To build strong school community awareness and commitment to student attendance at school and to ensure all teachers are vigilant in monitoring and following student absenteeism from school. 8. Effectively build the capacity of teachers to improve student Literacy and Numeracy outcomes. 9. To improve the financial position of the school 10. To review the school's behaviour management and wellbeing program and change or modify where needed
Intent, rationale and focus	<p>INTENT During the 2020-2024 strategic plan period our goals will be:</p> <ul style="list-style-type: none"> - To improve student learning outcomes in Literacy and Numeracy. - To develop critical and creative thinkers who respond appropriately and effectively to challenges. - Improve whole school attendance rates. - Build the instructional leadership capabilities of our middle leaders. - Strengthen the data literacy capacity of all teachers. <p>RATIONALE</p> <ul style="list-style-type: none"> - Provide a supportive learning environment where students are connected to their school and there is an emphasis on deep and authentic learning. This will provide our students with the necessary skills and knowledge to be successful both at school and in the community. - Teachers will deliver quality, consistent whole-school Literacy, Numeracy and Well-being programs. - Students will be given further opportunities to develop and increase student voice. <p>FOCUS Our priority over the next four years will be Excellence in Teaching and Learning with a focus on Building Practice Excellence and Curriculum Planning and Assessment initiatives. This work will include:</p> <ul style="list-style-type: none"> - Establishing PLTs across the school - Identifying potential leaders within the school and provide them with opportunities for them leadership. - Create and pilot the school's Assessment Schedule - Strengthening staff knowledge and understanding of the assessments detailed in Wooranna Park's Assessment Schedule through

	<p>professional development.</p> <ul style="list-style-type: none">- Track student data and develop staff data literacy to better inform planning.- Improve the quality and consistency of teaching Literacy and Numeracy across the school.
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Goal 1	To improve student learning in Literacy.
Target 1.1	NAPLAN Benchmark Growth: Low growth for Year 5 Reading to decrease from 29% in 2019 to at or below 25% in 2024.
Target 1.2	NAPLAN Benchmark Growth: High growth for Year 5 Writing to improve from 15% in 2019 to at or above 25% in 2024.
Target 1.3	NAPLAN Top 2 Bands: Year 3 Reading to show improvement from 34% in 2019 to 44% in 2024.
Target 1.4	NAPLAN Top 2 Bands: Year 3 Writing to show improvement from 38% in 2019 to 48% in 2024.
Target 1.5	NAPLAN Top 2 Bands: Year 5 Reading to show improvement from 23% in 2019 to 30% in 2024.

Target 1.6	NAPLAN Top 2 Bands: Year 5 Writing to show improvement from 13% in 2019 to 19% in 2024.
Target 1.7	Teacher Judgements: Low growth for Reading, Writing and Speaking and Listening for Year 1 to Year 6 to reduce to 20% or less by 2024.
Key Improvement Strategy 1.a Curriculum planning and assessment	Implement a whole school literacy strategy.
Key Improvement Strategy 1.b Building practice excellence	Implement the PLC program to provide a platform for the embedding of an agreed, whole school instructional model.
Key Improvement Strategy 1.c Instructional and shared leadership	Strengthen instructional leadership capacity to ensure teachers have the support needed to develop deep understanding of the school's philosophy and to ensure consistency of implementation of the school's pedagogy.
Key Improvement Strategy 1.d Building practice excellence	Develop a scope and sequence for the curriculum which aligns the requirements of the Victorian Curriculum with the school's adopted philosophy and pedagogy.
Goal 2	To improve student learning in Numeracy.
Target 2.1	NAPLAN benchmark growth: High growth for Year 5 Numeracy to improve from 17% in 2019 to at or above 24% in 2024.
Target 2.2	NAPLAN top two bands: Year 3 Numeracy to show improvement from 13% in 2019 to 30% in 2024.

Target 2.3	NAPLAN top two bands: Year 5 Numeracy to show improvement from 20% in 2019 to 25% in 2024.
Target 2.4	Teacher Judgements low growth for all areas of Mathematics for Year 1 to Year 6 to reduce to 20% or less by 2024.
Key Improvement Strategy 2.a Curriculum planning and assessment	Implement a whole school numeracy strategy.
Key Improvement Strategy 2.b Curriculum planning and assessment	Embed an agreed, whole school assessment schedule.
Key Improvement Strategy 2.c Evaluating impact on learning	Build teacher capabilities to assess student learning and to analyse data in order to plan for the learning needs of all students.
Goal 3	To improve student engagement and wellbeing.
Target 3.1	<p>AToSS: Increase positive indicators as follows:</p> <ul style="list-style-type: none"> • Effective classroom behaviour from 63% in 2019 to 80% or better in 2024. • Resilience from 69% in 2019 to 80% or better in 2024. • Self-regulation and goal setting from 77% in 2019 to 85% or better by 2024. • Sense of confidence from 67% in 2019 to 80% or better in 2024.
Target 3.2	<p>SSS: Increase positive indicators as follows:</p> <ul style="list-style-type: none"> • Instructional leadership from 47% in 2020 to 72% in 2024.

	<ul style="list-style-type: none"> • Shielding and buffering from 35% in 2020 to 60% in 2024. • Understand how to analyse data from 42% in 2020 to 70% in 2024. • Guaranteed and viable curriculum from 61% in 2020 to 75% in 2024.
Target 3.3	Student absence: Reduce the percentage of 20 or more absent days per student from 32% in 2019 to 25% or better in 2024.
Key Improvement Strategy 3.a Health and wellbeing	Develop an agreed and consistently implemented whole of school behaviour management approach.
Key Improvement Strategy 3.b Instructional and shared leadership	Embed clear lines of respectful communication at all levels of the school to ensure a culture of collaborative decision-making.
Key Improvement Strategy 3.c Vision, values and culture	Embed and communicate the school's philosophy and pedagogy (Wooranna Way and Raison D'être) to ensure deep understanding of the school's approach to education.