

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: <i>Gail Doney</i> 4/02/2017[name].....[date][name].....[date]
School council: <i>Lee-Anne Theodorou</i> 4/02/2017[name].....[date][name].....[date]
Delegate of the Secretary: <i>Ken Robinson</i> 4/02/2017[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Wallarano Primary School Vision 2017-2020:</p> <p>Teach, Inspire, Transform and Nurture</p> <p>Mission Statement 2017-20</p> <p>To build a culture of reflective practice, ambition and achievement through a strong commitment to continuous improvement. Wallarano is committed to providing a rich, relevant curriculum that promotes lifelong learning, local and global citizenship and enables students with the attributes necessary to thrive in the 21st century. Digital Technology is a fundamental component of Wallarano's teaching and learning, where state of the art technology and professional learning equip teachers with transformative skills and develops students that are innovative and confident in an ever changing digital world.</p>	<p>Wallarano Primary School Values</p> <p>Respect: recognising and accepting the differences in ability, race, religion and beliefs of others</p> <p>Learning: developing and acquiring knowledge, skills, values and attitudes</p> <p>Teamwork: working together to achieve the best possible outcomes for all</p> <p>Honesty: truthfulness and open communication at all times</p> <p>The school values are embedded into the learning design at Wallarano Primary School. Each value is explicitly taught to all students defining what they mean and what behaviours demonstrate them.</p>	<p>What are your school's key challenges?</p> <p>Wallarano Primary School is a large multicultural primary school situated in Noble Park. The school services a culturally rich community of 689 students with over 40 nationalities, of which 55 % are from a non-English speaking background and speaking a total of 45 different languages. 32% of families receive the CSEF. These factors give us a Student Family Occupation (SFO) Index of .6796 and a SFOE of .5634. Enrolments over the past 10 years have been increasing steadily and are currently at 689. The school opted for an enrolment zone in the short term to try and rein in the enrolments.</p> <p>Wallarano teaches through the 21st Century Learning Design pedagogy and places strong emphasis on students' ability to develop their own knowledge construction, to work collaboratively, to self-regulate, to communicate skilfully, to use ICT for Learning and be innovative and real world problem solvers. Teaching students to think mathematically and scientifically, to develop high literacy achievement and to strengthen student engagement and wellbeing have been the priorities throughout the 2013-2016 Strategic Plan Student attendance is at 93% + at all levels Foundation –Grade 6. The school has a large integration program with 40 funded students and 100 students with Language Disorder. Inclusion and equity for all students is a major emphasis with children with needs[High achievement, low achievement, Living out of Home, Koori, medical conditions and PSD funded] having Individual Learning Plans to ensure personalized and individual attention is given to all learning needs.</p> <p>Challenges:</p> <p>The student learning outcomes Foundation – 3 are strong but the outcomes for Grades 4-6 are of a concern with so many students at Low C or below. Consistency of practice from Foundation – 6 still needs improvement and the goal of developing students to think mathematically and scientifically has only commenced at a high quality level in the last year. This needs to be continued into the next Strategic Plan. Many of our children do not have the opportunity to be exposed to high quality digital technologies that promote and develop high order thinking and problem solving</p> <p>Wallarano has a new leadership team so building capabilities and capacity in the area of leadership will be imperative to build a culture of distributive leadership and professional collaboration</p> <p>A significant turnover of staff will require a strong focus on building practice excellence.</p>	<p>What is your school trying to achieve? (intent)</p> <p>The Strategic Plan results for Literacy and Numeracy indicate the quality teaching strategies put in place are having a great impact on student learning however we need to work hard to achieve consistency of high quality teaching strategies and practices from Foundation – Grade 6. Throughout the first 3 years of the SSP a high focus was placed on the formulation of the Developmental Stages of Learning for Reading and Writing with the most appropriate teaching strategies for each stage specified along with the assessments linked to these strategies. Over the final year there was a very strong focus on Thinking Scientifically and Mathematically. Staff looked at teacher questioning, wait time and a problem solving approach with students constructing their own knowledge and articulating their thinking. Teachers are beginning to work in teams to develop their questioning skills including open and closed questions and probing questions. The four Proficiencies outlined in the Victorian Curriculum, questioning and problem solving are all still at the evolving level and need to be continued into the next SSP to continue to develop students ability to think mathematically and scientifically. Actions will include: Improve the quality and accuracy of moderation from level to level and the accuracy of assessments in Grades 4, 5 and 6; and to establish if students have misconceptions and misunderstandings in Numeracy and see where that relates to the teaching in Prep-3. With over 400 students speaking another language in their home it is essential that the highest priority is placed on literacy achievement as it underpins success and understanding in all other areas of the curriculum. Reading and Writing teaching and learning practices have been well established over the last 4 years but continue to need further emphasis to ensure consistency of teacher practice. Oracy is an area we need to work on in greater depth as the data indicates a clumping of assessment scores which means teachers are not explicit in their understanding of the teaching or assessment of oral language skills. To enhance our priorities a high focus on oracy will underpin students' abilities to articulate their thinking especially in Mathematics, Science, Student Voice/feedback and their personal wellbeing – expressing their feelings.</p> <p>Wallarano will be beginning the 2017-2020 Strategic Plan with a relatively new Leadership team that will be the core of the School Improvement Team. It is imperative that leadership is strong and focussed in order to achieve our initiative in Building Practice Excellence over the next 4 years. The capacity of this team and the middle managers will be essential in achieving a high performing and innovative school. The main purpose of this team is to develop, lead and continually monitor and evaluate the impact of improvement plans. It is imperative that all members of this team have the same vision beliefs, understandings, skills and moral purpose. They need to have the skills and abilities to implement and manage change and the capacity to lead the whole school community in promoting a vision of the future, underpinned by common purpose. The team will consist of leaders in STEM; Literacy and 21st Century pedagogy. Over time it is envisaged that the SIT team will vary depending on the school priority and focus at any given time.</p> <p>Student achievement has been very good in all areas but of concern is the amount of children performing at the low C level in both Literacy and Numeracy. Evidence indicates that strategies put in place P-3 have been successful. Wallarano is focussed on developing students who are prepared for the requirements and challenges of the 21st Century. Over the last 4 years we have worked hard to develop students who have the capabilities of : A sense of their own effectiveness and value as a learner - using learning styles, effective learning behaviours, concentration and resilience ; Personal skills and strategies to enable self-management and direction; A repertoire of learning strategies to use in a variety of learning situations; Self-management in organising time, workload and projects; Confidence and a high acquisition of skills in literacy, oracy and numeracy; Developing skills to research, organise and present data; and the skills to reflect on their learning. With many new staff members- mostly graduates. To compliment this teachers have developed their skills and capabilities to design engaging and high quality lessons/units that promote 21st Century capabilities. So far we have learned about the Expanding Learning Horizons 21st Century Learning Design Rubric for planning and have covered Knowledge construction, student self-regulation, collaboration, ICT for learning, Real world Problem Solving and Innovation. We would like to complete this rubric with Skilful Communication and focus on consolidating these along with developing student voice, student feedback, creative and critical thinking through a variety of strategies but particularly through digital technologies, Genius Hour and Flipped Learning over the next Strategic Plan.</p> <p>Why is this important? (rationale)</p> <p>Wallarano has made wonderful progress in many areas of student learning, engagement and wellbeing and would like to further enhance and improve many existing initiatives. We have made an excellent start to developing students thinking skills in mathematics and science but still have a great deal of work to do in the areas. Data indicates our school needs a high focus on student safety. Our self-evaluation including analysis of a variety of data sets leads us to believe that students need the ability to articulate and understand safety and resilience. We would like to interconnect all that we do throughout this Strategic Plan in order to achieve our overarching goal of improved student learning. Literacy skills underpinning students articulation of their feelings and thinking in science and numeracy, digital technologies providing a vehicle through which children can transfer their learning in science and numeracy into authentic problem solving and innovative activities; 21st century pedagogy enhancing all learning and imperative to the success of all this - strong and cohesive leadership.</p> <p>What are you prioritising? How will the Strategic Plan unfold over 4 years? (focus)</p> <p>Priority: Excellence in Teaching and Learning- Initiative Building Practice Excellence</p> <p>STEM: First and foremost for high quality implementation of the STEM initiative the teachers need to be supported, scaffolded and guided so they feel confident and competent to take on the challenges of teaching digital technologies. The plans for 2017 are focussed highly on this aim. Teachers will be coached and professional development will be provided to support the growth of their skills. The long term 4 year goal is to have digital technologies embedded into the curriculum design especially for numeracy and science to promote critical and creative thinking, enhance and develop problem solving skills and to promote collaborative learning and innovation. It is planned to introduce Genius Hour in 2019. The high focus on digital technologies - coding, robotics Design and technology exploration - during 2017-2018 will hopefully initiate students to choose highly educational and innovative areas for their personal research and discovery.</p> <p>Literacy: High level literacy skills are required for all learning areas but particularly in the area of articulating thinking and feelings. The school will continue to develop the Developmental Stages for Reading and Writing and in the first semester of 2017 the Literacy SIT will develop the Oracy Developmental Stages of Learning to be introduced to, and implemented by, staff in Semester 2, 2017. Spelling and Grammar will follow and consistency of practice and attention to team data analysis and evaluation will be highly focussed on.</p> <p>Wallarano will continue to develop and enhance the 21st learning design approach to include skilful communication, Student Feedback, Student Voice, Global Citizenship and Genius Hour by the end of the four year Strategic plan.</p> <p>Priority: Empowering Students and Building School Pride</p> <p>Student wellbeing data from the ATSS, POS and SSS indicates that Wallarano can improve a great deal in this area. In 2015 Wallarano was red-flagged as not a safe school The Resilience Youth Australia Resilience Survey administered in October 2015 indicates our children have concerns for their safety at school and home and they are not high in resilience. Some data sets tell us otherwise with student attendance being very high 93% and the ACER Social and Emotional Wellbeing Survey results being well above National benchmarks at all levels, classroom and playground behaviour records, suspension and expulsion at zero. Our self-evaluation indicates we need to look at building our students intellectual engagement and self-awareness & resilience.</p>



Overarching Goal: To build consistency of teaching practice Foundation-6 in Literacy, Numeracy and Science

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)
<p>STEM - To equip all students with the STEM skills and capabilities they need now, and for the future. This will involve giving students the opportunity to participate in and learn through high quality and engaging STEM learning experiences, with access to leading-edge resources and excellent teaching.</p> <p>By 2020, at least 85% of P-6 students in reading, writing, number, measurement and Science will be rated A, B or C, including 80% of Year 6 students.</p> <p>Increase the percentage of students achieving A, B or C in assessments (teacher judgements against Victorian Curriculum).</p> <p>NAPLAN:</p> <ul style="list-style-type: none"> increase the number of students in the top two bands for reading, writing and numeracy for both Years 3 and 5 to at least 35% increase high gain relative growth in all domains to at least 25% of students Decrease low gain relative growth in all domains to a maximum of 25% of students. <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> Increase ATSS percentages of positive responses for student motivation, learning confidence and stimulating learning to at least 75%. <p>Staff Survey (School Climate module)</p> <p>Increase mean scores for teacher collaboration, trust in colleagues, collective efficacy and shielding/buffering to above regional means.</p>	<p>Building Practice Excellence</p>	<p>Build the capacity and effectiveness of PLT teams to plan to deliver consistent, high quality instruction.</p> <ul style="list-style-type: none"> determine and enact an agreed model for team leadership re-examine protocols and priorities for team planning examine and enact Induction and professional learning opportunities to improve team knowledge and expertise <p>Science targeted professional learning which will build disciplinary and 21ST Century pedagogical knowledge that teachers require to achieve improved student learning : Consistency of practice in the areas of Knowledge construction, collaboration, problem solving, assessments lesson structure, questioning and inquiry</p> <p>Short term intervention to accelerate learning for students achieving above or not achieving at the expected level</p> <p>Numeracy ; Through Numeracy Specialist Coaching and guidance we will develop intensive, targeted professional learning which will build 21ST Century pedagogical knowledge that teachers require to achieve improved student learning Consistency of practice in the areas of Knowledge construction, collaboration, problem solving, assessments lesson structure, questioning and inquiry</p> <p>Short term intervention to accelerate learning for students achieving above or not achieving at the expected level</p> <p>Refine and embed the agreed instructional model across the school.</p> <p>Evaluating the impact of learning</p> <p>2. Build the capacity of teachers to effectively assess and use evidence to teach students at their point of need.</p> <ul style="list-style-type: none"> Identifying and implementing agreed assessment practices and high-impact teaching and intervention strategies. The role of feedback to inform improvements could also be strengthened. <p>Building Leadership Teams</p> <p>3. Build the capacity of leadership to monitor and support PLT team effectiveness.</p> <ul style="list-style-type: none"> whole-school and PLT-based professional learning on effective professional learning communities Targeted programs on leading teams. Strengthening induction and coaching processes. <p>Build Teacher and student confidence and competence in the use of Digital Technologies and have teachers and students connect these to the application of mathematical and scientific thinking</p>	<p>Coaching model and Professional Learning Teams evidence demonstrating sharing of practice, rigorous data analysis and professional support.</p> <p>Teams moderating within and across levels.</p> <p>Focus on Science Inquiry skills in Foundation to Year 2, with a greater emphasis on differentiation in Science Understanding in Years 3 to 6.</p> <p>Grade 3 & 4 achievement above the expected level through the Victorian Curriculum - tracked to improve 1.5 years in 1 year.</p> <p>Increase the number of students in the top two bands for numeracy for both Years 3 and 5 to at least 35%</p> <p>Increase high gain relative growth in Numeracy to at least 25% of students</p> <p>Decrease low gain relative growth in all domains to a maximum of 25% of students.</p> <p>Differentiated curriculum planning and implementation is evident via planning documents and differentiated student learning data.</p> <p>By 2020, at least 85% of P-6 students in reading, writing, number, measurement and Science will be rated A, B or C, including 80% of Year 6 students.</p> <p>Increase the percentage of students achieving A, B or C in assessments (teacher judgements against Victorian Curriculum).</p> <p>Digital technologies included into the curriculum design especially for Numeracy and Science to promote critical and creative thinking, enhance and develop problem solving skills and to promote collaborative learning and innovation.</p> <p>Digital Technology Baseline data collected in 2017 Targets set in 2018</p>



<p>Literacy - To significantly improve the literacy skills of all students which will support their wellbeing and strengthen their development in thinking mathematically and scientifically</p>	<p>Building Practice Excellence</p>	<p>A whole-school focussed examination of the school's instructional model, and workshops on best practice implementation. Also, prioritise the high-impact strategies that will be most effective in supporting this.</p> <p>Devise and implement Developmental Stages of Learning for Oracy with a specific emphasis on targeting vocabulary and Spelling & Grammar Foundation – 6</p> <p>To provide high quality differentiated classroom teaching for all students and additional short term intervention to accelerate learning for students achieving above or not achieving at the expected level</p>	<p>NAPLAN:</p> <ul style="list-style-type: none"> • increase the number of students in the top two bands for reading, and writing for both Years 3 and 5 to at least 35% • increase high gain relative growth in all domains to at least 25% of students • Decrease low gain relative growth in all domains to a maximum of 25% of students.
<p>To develop Student Agency, including Student Intellectual Engagement and self-awareness and resilience</p>	<p>Empowering Students and Building School Pride</p>	<p>Resilience:</p> <ul style="list-style-type: none"> - Wilson McCaskill Play is the Way Program - Rock and Water Program <p>Develop Metacognitive Strategies and high expectations:</p> <ul style="list-style-type: none"> - Teachers differentiate and explicitly teach at challenging levels - Students/Teacher conference to set challenging personal , academic and learning goals <p>Intellectual Engagement:</p> <ul style="list-style-type: none"> - Teachers collect rigorous evidence of learning, target their teaching and evaluate their impact - Students are scaffolded to be independent learners who monitor their own progress 	<p>The ATSS - all variables in the third and fourth quartile</p> <p>The Social and Emotional Survey increases 80 % of students scoring at Levels 4-6</p> <p>Students have records of their personal goals and can articulate their learning and future challenges.</p> <p>Whole School Victorian Curriculum Personal and Social Capability Learning data to be 30% of students above the expected level.</p>

