



School Strategic Plan for Wonthaggi  
Primary School  
3650  
2016-2019





## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Leonie Anstey</p> <p>Date: December 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Michelle Mabilia</p> <p>Date: December 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

## School Profile

<p><b>Purpose</b></p>	<p>To provide a quality education in a safe and supportive environment enabling individuals to develop their potential as lifelong learners and active members of the community in a changing world.</p> <p>Our school is a place to be proud of because:</p> <ul style="list-style-type: none"> <li>• We strive for excellence in teaching and learning which provides opportunities for students to achieve their full potential in a supportive, engaging and technological environment.</li> <li>• We are committed to a student safety and well-being. We explicitly teach and encourages positive social interactions and behaviors in line with the school expectations in everything we say and do.</li> <li>• We value the active involvement and support of parents and community members in delivering a broad range of learning experiences.</li> </ul>
<p><b>Values</b></p>	<p>The school community has identified the following core values via our review of the school and its place in the community.</p> <ul style="list-style-type: none"> <li>• Growth Mindset, Community, Relationships, Respect and Belonging.</li> </ul> <p>These values underpin decisions relating to our core beliefs and expectations in all things that we do.</p>
<p><b>Environmental Context</b></p>	<p>Wonthaggi Primary School is situated in the regional centre of Wonthaggi in South Gippsland. It was established in 1910 to serve the local coal mining community and remains committed to partnering with the community to provide a caring, structured environment where each child is encouraged to reach their full potential.</p> <p>‘Wonthaggi Primary School aims to nurture responsible, confident and caring students who have healthy self-esteem, self-discipline and respect for others and their property, whilst contributing positively to society.’</p> <p>The school prides itself on its excellent facilities which include an art room, music room, gymnasium, library, outdoor pool and extensive sporting fields. Classroom learning is supported by ICT; wireless access and infrastructure including student laptops, iPads, tablets, smart TVs and interactive whiteboards.</p> <p>Wonthaggi Primary School actively participates in the Bass Coast Network of schools. They work cooperatively to develop programs and improve student learning outcomes.</p>

	<p>We are an active partner in the Bass Coast Shire Education Plan and with the Linking Learning project. This aims to develop a comprehensive, cohesive and seamless approach to children's learning from early childhood to secondary school. Wonthaggi PS has an active parent body who are involved in a range of school activities including School Council, Major Events Team, Parents &amp; Friends and classroom support.</p>
<p><b>Service Standards</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</li> <li>• The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• All students will receive instruction that is adapted to their individual needs.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• The school will respond to all communication by parents and caregivers in a timely manner.</li> <li>• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</li> <li>• Students will play an active part in the development and review of the school's behaviour policies.</li> <li>• The school will deliver a social skills program (Dolphin Groups- mixed age peer learning) which promotes the school expectations. (values).</li> </ul> <p>All teachers will provide timely and targeted feedback to students on their work.</p>

## Strategic Direction

<b>Achievement</b>		<b>Key improvement strategies</b>
<b>Goals</b>	<p>The staff will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.</p> <p>To improve the learning outcomes and growth in student learning, particularly in Reading, Oral Language, Writing and Numeracy.</p>	<ul style="list-style-type: none"> <li>• Strengthen PLT processes to differentiate learning, particularly to focus on high growth for medium to high achieving students.</li> <li>• Embed the practices in the <i>Big 6</i> of Reading.</li> <li>• Strengthen teacher practices in <i>Philosophy for Children</i>. (Oral language. Critical and Creative thinking)</li> <li>• Improve the accuracy and consistency of assessment and reporting. Assessment data is identified/used for the learning stage and tracked for individual students. (rather than year level)</li> <li>• Build a bank of rich learning tasks (across the curriculum) that provide differentiation and challenge for all.</li> <li>• Identify the guaranteed curriculum in Numeracy.</li> <li>• Build the capacity of staff to fully utilize ICT as an aid to learning.</li> <li>• Engage parents as learning partners.</li> </ul>
<b>Targets</b>	<ul style="list-style-type: none"> <li>• Increase the percentage of students reaching benchmarks for Reading (Big 6) and Numeracy (growth points).</li> <li>• Data is collected for the 6 components of reading for each child and targets are identified for each child and cohort and show a progression in attainment.</li> <li>• An increased in the number of children experiencing medium/high growth in NAPLAN testing across all domains.</li> </ul>	
<b>Theory of action (optional)</b> The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.	<p>Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital.</p>	

	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Staff (classroom based) gain an understanding of Big 6 indicators for learning- professional learning</li> <li>• Literacy Intervention Specialist identified to support the program for students not meeting benchmarks</li> <li>• Numeracy intervention program trialled for parents/students (before school)</li> <li>• Numeracy Professional Learning based on ASK for staff.</li> <li>• Philosophy for Children (P4C) skills are deepened and sessions occur 10 per semester across the school (p-6)</li> </ul>	<p>Assessments track progress for student learning in 3 areas of Big 6 Strong targets are set for Literacy Achievement in Reading, based on current Research (e.g. Anne Bayetto)</p> <p>Parent and student survey. Mathematics Interview data shows growth for students involved in the program.</p> <p>Professional learning is implemented in the classroom programs</p>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Literacy Intervention Specialist mentors and coaches staff in reflexive practices</li> <li>• Expansion of Parent/student intervention program to include additional families</li> <li>• Coaching and mentoring for P4C – oral language and implementation of increased stimulus and links to writing.</li> </ul>	<p>Assessments are refined for the first three areas. Assessments are identified for the remaining 3 areas of Big 6.</p> <p>Assessments track progress – and success of interventions for students.</p> <p>Surveys from Student/Parent/staff</p>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Consolidation of practices and reflection on performance from year 3.</li> </ul>	<p>Consolidation of practices and analysis of surveys influence practice</p>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Reflexive practices form the core of practice</li> </ul>	<p>Assessment practices drive the next level of learning and refinement of the next plan</p>

<b>Engagement</b>		<b>Key improvement strategies</b>
<p><b>Goals</b> Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>To develop students' ability to be reflexive and reflective thinkers who have high expectations of themselves as learners.</p>	<p>Develop a shared understanding about reflexive and reflective learning.</p> <p>Build teacher understanding of the ASK instructional model to enable students, staff and parents to identify learning focus</p> <p>Utilize the ASK model and the Learning Pit to develop student confidence and motivation.</p> <p>Improve the accuracy and consistency of assessment and reporting across P – 6.</p> <p>Establish dynamic cycles of learning with students to identify point of need goals.</p> <p>Students collate learning portfolios that provides evidence of learning growth.</p> <p>Children articulate their learning to parents in three way conversations.</p> <p>Children 'self-report' grades in specialist areas based in ASK model for engagement.</p> <p>The principles of the Big 6 are incorporated across the curriculum.</p>
<p><b>Targets</b> Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Students are able to articulate their next learning steps using ASK model.</p> <p>Learning cycles are used to identify next steps of learning, including explicit 'next steps' for/by students.</p>	
<p><b>Theory of action (optional)</b></p>	<p>If staff are knowledgeable about growth mindsets and skilled in the use of the ASK model then students will develop the attitudes, skills and knowledge required to achieve learning growth across the curriculum. If students are self-aware learners who set high expectations then they will develop lifelong learning skills.</p>	
	<p><b>Actions</b></p>	<p><b>Success criteria</b></p>
<p><b>Year 1</b></p>	<p>Students set goals and maintain portfolios of evidence of achievement</p> <p>Student participate in PSD discussions and ILPs.</p> <p>Introduction of the Learning Pit to develop resilience.</p>	<p>Portfolios demonstrate learning success.</p> <p>PSD Students report greater ownership of their ILP.</p> <p>Some students can articulate the 'learning pit' as the learning zone. Some Teachers are reporting on the student understanding of "learning/practice" zone.</p>

<b>Year 2</b>	Children articulate their learning to parents in three way conversations. Students use the language of the Learning Pit in their learning reflections	These are timetabled and occur. Student/parent feedback is gained for identification for growth. Students can articulate the 'learning pit' as the learning zone. Increased percentage of Teachers are reporting on the student understanding of "learning/practice" zone. (80%) The specialist teachers use the ASK model and the learning pit in conferences with students.
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Consolidation of practices and reflection on performance from year 3.</li> <li>•</li> </ul>	Consolidation of practices and analysis of surveys influence practice
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Reflexive practices form the core of practice</li> </ul>	Practices are audited to drive the next level of learning and refinement of the next plan

<b>Wellbeing</b>		<b>Key improvement strategies</b>
<b>Goals</b>	To provide a safe and stimulating learning environment for all students.	Undertake a Community Design process to agree on the Vision and Values for WPS Students more involved in PSD discussions; goals set with them. Develop the systems and processes to support students experiencing trauma. Expand the use of the Respect Matrix and use tool for reflection of practice.
<b>Targets</b>	Increase the percentage of student's resilience factors. (as per the Australian Youth Survey – baseline 2015) Involvement of school community in the design of the school vision and values. (staff, parents, students, community members)	
<b>Theory of action (optional)</b>	If students are self-aware learners who set high expectations then they will develop lifelong learning/wellbeing skills.	
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	Develop a school values statement through community design.	The school community is represented in the identification of the core values for our school for the life of this strategic plan. Staff, students, parents and key community members are actively involved in the process.
<b>Year 2</b>	Develop a school vision statement through community design.	The school community is represented in the identification in the redesign of the vision statement based on the core values Staff, students, parents and key community members.
<b>Year 3</b>	Consolidation of practices and reflection on performance from year 3.	Consolidation of practices and analysis of surveys influence practice
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Reflexive practices form the core of practice</li> </ul>	Well being practices and data drive the next level of learning and refinement of the next plan

<b>Productivity</b>		<b>Key improvement strategies</b>
<b>Goals</b>	Effectively allocate and use resources to support the school's goals and priorities.	<p>Strengthen transition through the school, particularly Years 2 to 3 and 4 to 5.</p> <p>Strengthen the parent school relationship through a planned approach including but not limited to programs, communication.</p> <p>Engage parents as partners in their child's education.</p> <p>Focus on building parent confidence and strategies to help their child's learning e.g. Maths Parent/child project.</p> <p>Strong processes for decision making</p> <p>Team structures to enable mentoring, growth and development of staff.</p> <p>Performance and Development is evidence based.</p>
<b>Targets</b>	To utilize the schools SRP to meet the professional learning of staff to meet the needs of the students of our community.	
<b>Theory of action</b>	If resources are aligned to goals of the school then effective and efficient processes will support the learning environment.	
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Additional resources through grants and DET initiatives e.g. Linking Learning.</li> <li>Use of equity funding to support students in Reading Big 6 (especially oral language) and Numeracy Interventions (Based on Growth Points) teacher specialist and ES staff</li> </ul>	<p>Professional learning in oral language increases student fluency and vocabulary</p> <p>Increase in the percentage of students meeting assessment benchmarks.</p> <p>Increase in the percentage of students receiving 'wave' intervention across the school</p>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Use of equity funding to support students in Reading Big 6 (especially oral language) and Numeracy Interventions (Based on Growth Points)</li> </ul>	<p>Increase mentoring/coaching of staff to develop differentiation skills to enable all students to reach the expected benchmarks for reading and numeracy.</p> <p>Increased percentage of students reaching the benchmarks</p>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Consolidation of practices and reflection on performance from year 3.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of practices and analysis of surveys influence practice</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Reflexive practices form the core of practice</li> <li></li> </ul>	<p>Assessment practices drive the next level of learning and refinement of the next plan</p>