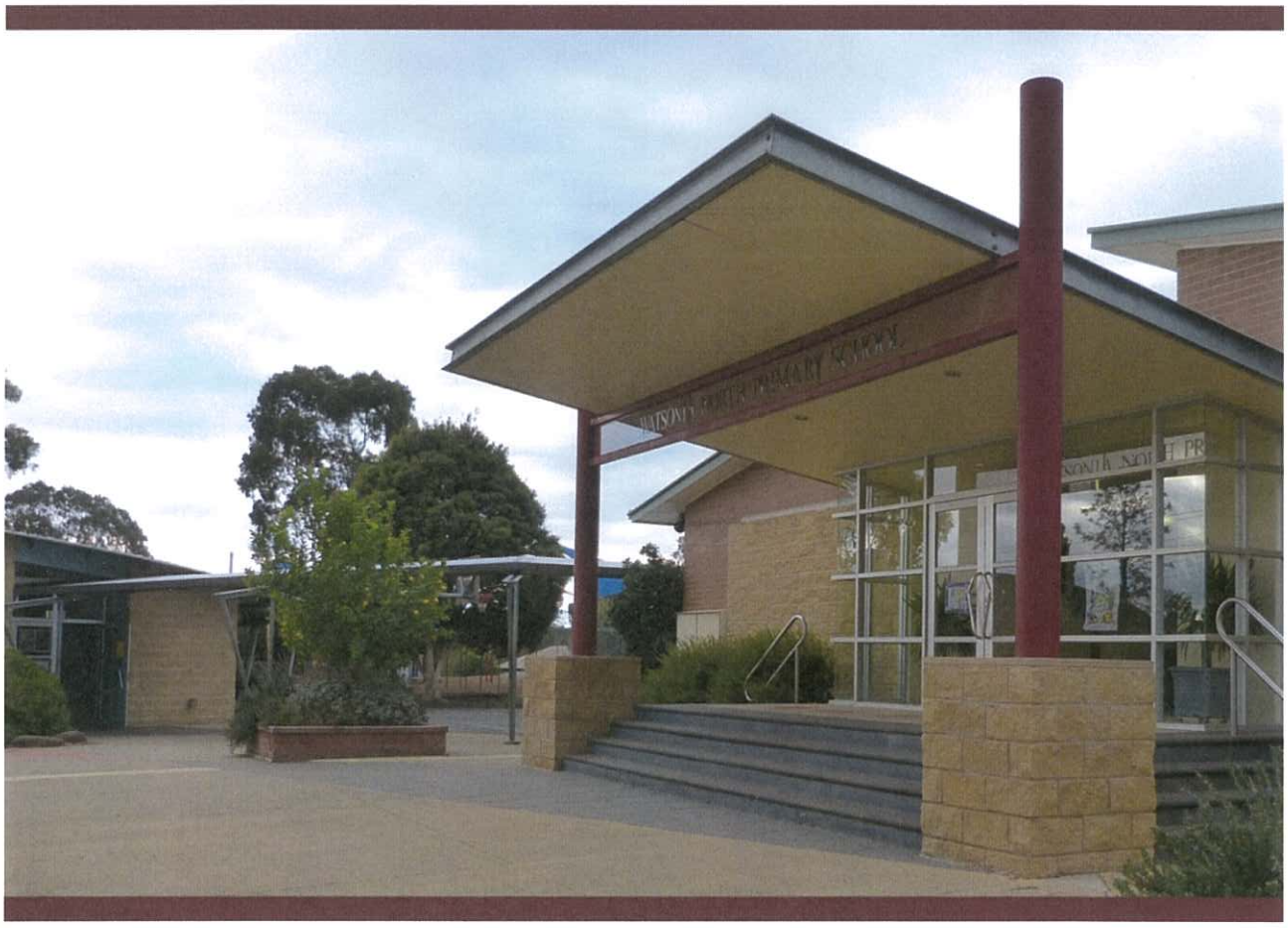
Department of Education and Early Childhood Development

School Strategic Plan for Watsonia North Primary School – 4988 2015-2018



Endorsements

Endorsement by School Principal	Signed: Name: Tina King Date: 05/05/2015
Endorsement by School Council	Signed: Name: Clive Fox Date: 05/05/2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name.....S. SENA..... Date.....May 2016.....

School Profile

Purpose	To provide a caring, stimulating and dynamic learning environment where children become literate, numerate and curious. Our learning culture is one that encourages and expects personal best in all endeavours.
Values	Our school values provide the moral fibre that guide our culture: • **Excellence** Commit to learning and strive to achieve your personal best (Aim high, never give up) • **Integrity** Consistency in your words, actions and relationships (Always strive to do the right thing) • **Respect** For yourself, each other and the environment. (Be considerate) • **Responsibility** For your words, actions and care of the environment. (Be in charge of your own actions) • **Understanding** Of diversity and individual differences. (Treat everyone equally)

Environmental Context	Watsonia North PS was established in 1971 and is situated in the safe and attractive residential suburb of Watsonia in the City of Banyule. The school's enrolment figures have grown significantly over the years resulting in an enrolment ceiling being approved by the Department of Education and Training. This limits enrolment to children for whom we are the closest school to their place of residence. Watsonia North maintains a high profile amongst schools in the Banyule Network, with a strong focus on academic, specialist and wellbeing programs. An integrated approach in key learning areas is adopted and we make provisions for activities which enrich and support learning beyond core knowledge and understandings. The School's Strategic Intent focuses strongly on developing student connectedness to school, environment and sustainability practices as well as improved student learning outcomes in the areas of literacy, numeracy and curiosity. A staffing profile comprising of a mix of experienced and proficient teachers, works cohesively to form a strong team. We believe that our ability to maximise each child's potential results from: • A professional and caring staff • Team planning among staff • Professional development programs for staff and parents • Regular systematic assessment and evaluation • A shared expectation about high standards We continue to maintain high interest programs that our community values and are supported by School Council. These include a comprehensive classroom and Instrumental Music Program, a rigorous Sport and Physical Education Program, an innovative Information and Communication Technology (ICT) program and a creative Visual Arts program. All school buildings are well maintained, with well-equipped classrooms which are conducive to effective learning. A recent building project has seen the establishment of a modern Library and ICT facility, together with 6 new modern classrooms and a purpose built Canteen. The school grounds include well established gardens, shady trees, a large sports oval, grassy play areas, extensive play equipment and asphalted areas where a variety of sports and games are played.
Service Standards	• The school fosters close links with parents and the broader school community through its commitment to open and regular communications. We welcome parent participation in and contribution to our students' learning experiences where appropriate. • We will provide all students with a balanced and flexible curriculum that develops academic, creative, social and emotional skills. • All students will receive instruction that is adapted to their individual needs. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • We commit to the active sharing of our vision and goals to ensure school community engagement in our school strategic plan. We will prioritise resources to ensure appropriate support for school strategic goals.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	• To develop students who are literate, numerate and curious. • To achieve consistent learning growth for all students in each school year.	That each student (deemed capable) will achieve at least one year's growth in learning (as measured by a range of data sources including AusVELs and NAPLAN) during each school year. That school means for achievement in English and Mathematics match or exceed those means for schools whose students exhibit similar background characteristics. That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the state percentages for the medium and high growth categories on each domain. That for matched cohorts of students (Years 3 to Year 5), the percentage of students in the top two NAPLAN bands in Year 5 will equal or exceed the percentage of students in the top two NAPLAN bands for the same cohort of students when in Year 3. That there will be an improved correlation between teacher and NAPLAN assessments.	Ongoing commitment to the implementation of Curiosity and Powerful Learning strategy by continuing to: • document and implement a challenging, viable and guaranteed curriculum • develop differentiation of curriculum and assessment • refine AusVELS knowledge in particular the English, Mathematics and Thinking dimensions • build teachers' pedagogical knowledge • develop and improve teacher practice through the adoption of school wide teaching models • support teacher professional learning in rigorous data analysis • provide for the sharing of best teacher practice • develop a culture of feedback.

Engagement	To maximise and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement for all students. To enhance teacher capacity in developing students' curiosity and engagement through the Inquiry Learning process. To have successful transitions and learning pathways for all students into, through and beyond the school.	To maintain the current levels of student satisfaction on the Student Attitude to School Survey as measured by each of the mean factor scores related to *Teaching And Learning* for 2014. To maintain and improve parent satisfaction with the transition variable on the parent survey.	Identify and rigorously monitor students whose pattern of absence is higher than the state average. Expand and effectively use student feedback to inform and direct the work of teachers. Develop and document a whole school approach to Inquiry incorporating differentiated curriculum and personalised learning. Develop strategies to increase student participation in school decision making processes. Embed the use of digital devices to enhance, stimulate and engage students in their learning. Strengthen and consolidate existing transition initiatives.
Wellbeing	To maximise and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement and wellbeing for all students.	To maintain the current levels of student satisfaction on the Student Attitude to School Survey as measured by each of the mean factor scores related to *Student Relationships* and *Wellbeing* for 2014.	Implement and embed the philosophy and ethos of Restorative Practices approach. Build and expand the school's social and resilience skills programs. Reinforce and embed school values.
Productivity	To continue developing the school's capacity to function as a strategic organisation. To maximise school resources to enable optimum implementation of school goals and priorities.	To maintain the current levels of parent satisfaction on the School Parent Opinion Survey in the *General Satisfaction* domain	Priority given in Global Budget to Strategic Plan and Annual Improvement Plan goals and targets Maintenance of grounds and facilities across the school Development of whole school professional learning plan which aligns staff development with school improvement goals

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
ACHIEVEMENT Ongoing commitment to the implementation of Curiosity and Powerful Learning strategy by continuing to: • document and implement a challenging, viable and guaranteed curriculum • develop differentiation of curriculum and assessment • refine AusVELS knowledge in particular the English, Mathematics and Thinking dimensions • build teachers' pedagogical knowledge • develop and improve teacher practice through the adoption of school wide teaching models • support teacher professional learning in rigorous data analysis • provide for the sharing of best teacher practice • develop a culture of feedback	Year 1 & 2	▪ Participate in Curiosity & Powerful Learning project ▪ Investigate whole school instructional models with intent of adopting school wide teaching models ▪ Data collections to inform point of need teaching and learning. ▪ Investigate planning templates that indicate and document differentiated lessons and use of data. ▪ Continue to provide professional development in the areas of Mathematics and Spelling. ▪ Investigate and audit spelling approaches used ▪ Promote professional learning conversation around Mathematics teaching and learning. ▪ Adjust planning and teaching of Mathematics to address the proficiency strands as an equal to content strands. ▪ Build capacity of all teachers to identify students' point of learning readiness (zone of proximal development) by assessing against the standards and developing strategies to inform learning intentions and success criteria ▪ Implement peer observation program focusing on identified teacher theories of action	▪ School Improvement Group (SIG) identified and leading implementation of Curiosity and Powerful Learning strategy within the school ▪ Teacher work programs and associated curriculum documents are beginning to reflect a focus on the development of Mathematic proficiencies as well as content. ▪ Planning documents begin to show explicit planning of a differentiated curriculum in Mathematics and English domains. ▪ Data analysis used for discussion at PLT meetings. ▪ Work programs and PLT minutes to reflect strategies for students who are not progressing at expected rate and those requiring extension. ▪ Effective differentiation in literacy and numeracy sessions that result in an upward trend in Grade 3 and 5 NAPLAN results in English and Mathematics domains. ▪ Spelling data (NAPLAN and AusVELS) to show upward trend ▪ Employment of Literacy and Numeracy experts to empower staff with relevant coaching and professional development. ▪ Priority teaching and learning strategies evident in peer observation program

Key Improvement Strategies		Actions	Achievement Milestone
	Years 3& 4	▪ Continued implementation, consolidation and review of: ○ Curiosity and Powerful Learning School Improvement strategy ○ Use of data to drive teaching and learning ○ Whole school instructional model ○ Spelling approaches across the school ○ Effective planning and teaching relating to Mathematics ○ Staff peer observation program	▪ Analysis, refinement, planning and preparation for upcoming review and development of new School Strategic Plan

Key Improvement Strategies		Actions	Achievement Milestone
Engagement Identify and rigorously monitor students whose pattern of absence is higher than the state average. Expand and effectively use student feedback to inform and guide the work of teachers. Develop and document a whole school approach to Inquiry learning. Embed the use of digital devices to enhance, stimulate and engage students in their learning. Strengthen and consolidate existing transition initiatives.	Years 1&2	▪ Continue to respond to high frequency student absenteeism ▪ Provision of staff professional development to develop teacher capacity in planning and implementing Inquiry learning process ▪ Promote professional learning conversations around Inquiry teaching and learning. ▪ Research John Hattie's work relating to student feedback. ▪ Continue to integrate use of digital devices to support the development of 21st century learning. ▪ Continue to build on existing transition initiatives	▪ Promote the importance of regular school attendance to school community. ▪ Teachers regularly monitoring school attendance data and employing strategies to address high absenteeism. ▪ Engage education consultant to support staff in developing and implement Inquiry Learning process. ▪ Documented Inquiry Learning approach ▪ Professional development for staff relating to student voice and feedback relating to John Hattie's work. ▪ Data collected via survey to determine effectiveness of digital devices to stimulate and enhance student learning and achievement. ▪ Surveys to determine effectiveness of transition into, across and beyond school.
	Year 3&4	▪ Continued implementation, consolidation and review of: o School's response to students with high absenteeism o Inquiry Learning approach as a model of practice o Integrated use of digital devices to support the development of 21st century learning. o School's transition initiatives and programs	▪ Analysis, refinement, planning and preparation for upcoming review and development of new School Strategic Plan

Key Improvement Strategies		Actions	Achievement Milestone
Wellbeing Implement and embed the philosophy and ethos of Restorative Practices approach. Build and expand the school's social and resilience skills programs. Reinforce and embed the school values.	Years 1&2	▪ Continue to embed and deepen a consistent values program across whole school ▪ Revisit the Restorative Practice approach as a school community ▪ Maintain and refine current programs such as buddies and leadership roles throughout school ▪ Maintain and refine student safety processes throughout the school	▪ Develop and implement consistent visual signage of school values across all classrooms and throughout school. ▪ Consistent implementation of the Restorative Practices approach across the school. ▪ Document student wellbeing programs and leadership roles and opportunities. ▪ Updated Student Engagement & Wellbeing policy and program.
	Year 3&4	▪ Continued implementation, consolidation and review of: o School values program o Social and resilience programs such as buddy programs, student leadership program, Restorative Practice program. o School processes and programs relating to student safety.	▪ Analysis, refinement, planning and preparation for upcoming review and development of new School Strategic Plan

Key Improvement Strategies		Actions	Achievement Milestone
Productivity Priority given in Global Budget to Strategic Plan and Annual Improvement Plan goals and targets Maintenance of grounds and facilities across the school Development of whole school professional learning plan which aligns staff development with school improvement goals	Years 1&2	▪ Continue to use improved learning outcomes as the prime focus for budgetary decisions. ▪ Continue to invest in building teacher capacity through the use of PLTs, the employment of coaches and recognized consultants to support peer observation. ▪ Continue to invest in building the leadership skills of the members of the school improvement group (SIT) and those on staff with leadership aspirations	▪ Program budgets demonstrating funding priority to School Strategic Plan priorities. ▪ School Peer Observation Program focusing on developing teacher skills and capacity. ▪ Engage coaches in English, Maths and Inquiry to support staff development. ▪ Formation of Professional Learning Community (PLC) with like schools. ▪ Staff Performance & Development plans reflective of school goals and priorities and individual needs.
	Year 3&4	▪ Continued implementation, consolidation and review of: o Budgetary decisions and funding priority towards the key learning areas of Literacy, Numeracy and Curiosity. o Staff peer observation and feedback program (both formal and informal). o Engagement of coaches and critical friends to support development of teacher capacity.	▪ Analysis, refinement, planning and preparation for upcoming review and development of new School Strategic Plan