

# School Strategic Plan for Wedge Park Primary School South Western Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>



## School Profile

Purpose	<ul style="list-style-type: none"> <li>• Develop an enjoyment and understanding of learning by enriching the quality of student lives.</li> <li>• All students will have access and achieve success at their level in a comprehensive, challenging and meaningful curriculum.</li> <li>• Student needs will be met through the English and Numeracy programs based on highly skilled teaching pedagogy.</li> <li>• Students will grow and develop in a caring environment that promotes an awareness of their rights, their responsibilities and their obligation to the rights of others.</li> <li>• Students and teachers will be responsible for one's own learning.</li> <li>• All staff will be accepted to undertake Professional Development to promote the development of their students in the areas of welfare and curriculum.</li> <li>• The school will encourage greater community awareness.</li> <li>• To provide an inclusive education program for all students.</li> </ul>
Values	<p>Wedge Park Primary School will establish a positive learning environment to enable students to 'Learn with Pride'. We will promote and develop the values of respect, honesty, responsibility, learning, friendship, tolerance, co-operation and caring for the environment.</p>
Environmental Context	<p>Since the school was established 30 years ago the school has steadily increased to 710 students. It has a SFO index of 0.61 and the general school population is considered stable. Approximately 211 families receive EMA. Over the course of the past 5 years, the student population has also changed from being predominately Anglo - Saxon and English speaking to a more multicultural community. The school now has 29 different nationalities, and hence the ESL component has changed with approximately 74 children coming from parents whose English is limited.</p> <p>During the next 5 years the school is expected to grow to approximately 750 students due to new estates being established to the north west of the school. The population is changing around the school due to more affordable housing. This brings its own concerns, especially in the area of family welfare. 'Learning with Pride' is the school motto and we strive to make all members of the school community proud to be associated with the school that pursues excellence in education.</p> <p>Wedge Park has a professional staff which incorporates 2 Principal Class Officers, 3 Leading Teachers and a staff that has a healthy mix of teachers from graduate to expert class that is equally distributed throughout the school. The staff at Wedge Park Primary School all have clearly defined roles and responsibilities.</p> <p>The school has outstanding school facilities with 16 permanent classrooms, 12 renovated Mod 5's, 1 renovated Mod 2 and 2 spaces that were developed into 2 classrooms, 2 astro-turf fields, a watered oval, a traffic school education facility and the new Performing Art Centre that incorporates a new library and renovated gymnasium that was recently completed. The grounds are well maintained and are a feature of the school. A school farm and vegetable garden also operates.</p> <p>The school places emphasis on a well - rounded curriculum. We have 15 structured literacy, numeracy and writing sessions per week. All students participate in Music, Library, The Arts and PE. The school meets once a fortnight for a school assembly where students celebrate successes. The 'You Can Do It' program also operates weekly reinforcing school values. The school prides itself on providing individual tuition to all students. All students have individual learning goals.</p> <p>21<sup>st</sup> Century Learning plays a major role within the school, with all having access to laptops or iPads throughout the school. All Prep – Grade 2 classrooms have interactive boards, while all other grades have digital projectors.</p>

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning outcomes in literacy and numeracy in Grades P – 6.	<p>A target to be developed using teacher assessment against AusVels, around the percentage of students at the expected level and the working above the expected level.</p> <p>NAPLAN Bands 4-Year 3, Band 6-Year 5; a percentage of students performing at or above. (10 to 15 'A' students).</p> <p>Staff Opinion Survey – Teaching and Learning variables to increase to approximate state mean. (Student Motivation, Respect for Students and Quality Teaching).</p> <p>Writing to be at state mean in English on Line, NAPLAN and Teacher Judgements.</p> <p>Speaking and Listening to be at state mean in English on Line, NAPLAN and Teacher Judgements.</p>	<p>Team leaders will operate PLT meetings that are supported by leadership, and stems from a scope and sequence statement, data, research, current work examples and anecdotal data.</p> <p>Guaranteed and viable curriculum and documentation to inform and guide literacy and numeracy planning.</p> <p>School to focus on effective teaching of writing.</p> <p>The role of the coaches to reinforce the extension of high performing students.</p>
Student Engagement and Wellbeing	<p>To improve student engagement and wellbeing by developing confident, motivated and independent learners who taking responsibility for their learning.</p> <p>Support students to be proactive in their critical thinking, communication, collaboration and creativity in all curriculum areas.</p>	<p>Attitudes to School Survey – Teacher Effectiveness measures from 4.05 to 4.26 (Year 5) and from 4.45 to 4.62 (Year 6)</p> <p>To set a target around state mean for student absences (13.9 days) specifically with Prep and Grade 6.</p> <p>100 percent of students to reach goals for personal learning.</p> <p>Downward trend of inappropriate student behaviours in the classroom and out in the yard.</p>	<p>Teachers to teach at student level and beyond so that students of all abilities are challenged and encouraged (differentiated deliveries).</p> <p>Effective use of learning intentions to focus teaching.</p> <p>Individual learning goals are to be used that are relevant and meaningful that are reviewed on a regular basis.</p> <p>Teachers to develop 21st Century skills (4 C's) to encourage student thinking and</p>

			engagement to reinforce the school's inquiry approach.
Student Pathways and Transitions	To develop consistent teacher practice to ensure effective data transitions between grade levels.	<p>Staff Opinion Survey – Team Based Practice including Student Management and Curriculum Processes.</p> <p>Transition variable to be at or above 6.0, using General Satisfaction. Consistent incremental growth of 12 months per year.</p>	<p>Whole school approach to the roles and responsibility of teachers in the effective use of data in everyday teaching and the transition of that data to other teachers.</p> <p>To use formative and summative assessment that is relevant to teaching practises.</p> <p>PLT to use data in an effective manner. (Diagnostic and planning purposes)</p> <p>Develop quality teamwork that allows the transfer of information of data with a whole school focus, with an agreed understanding of how the data will be used between each grade level in an effective manner. This is agreed non-negotiable approach. This is shared responsibility.</p>

## School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
The role of the coaches to reinforce the extension of high performing students.	Year 1	<p>Develop a sequential learning document based on cognitive steps to support explicit teaching.</p> <p>The leadership team is to support, examine and track the high performing students.</p> <p>Link PDP documents to assessment data for selected high performing students.</p> <p>Team leaders to be given training to run effective PLTs.</p>	<p>Growth in NAPLAN and teacher judgements of selected high performing students, moving at least 1.2 growth per year.</p> <p>Evidence as presented in work program, data and professional conversations and learning walks.</p> <p>Teacher performance plans demonstrating use of performance data for class planning.</p>
	Year 2	<p>Implement the sequential learning documents based on cognitive steps to support explicit teaching.</p> <p>The leadership team is to continue to support, examine and track the high performing students.</p>	<p>Staff demonstrating use of teaching and learning coaching ideas in classrooms</p> <p>Weekly Leadership meetings to focus on whole school student learning</p>
	Year 3	<p>Establish structured team peer feedback processes focussed on teaching and learning.</p>	<p>Timetabled sessions throughout the year for collegiate learning walk to occur within teams.</p>
	Year 4	<p>Develop regular peer observation and feedback schedule across the school based on teaching and learning.</p>	<p>Continue timetabled sessions throughout the year for collegiate learning walk to occur across the school.</p>
Teachers to develop 21st Century skills (4 C's) to encourage student thinking and engagement to reinforce the school's inquiry approach.	Year 1	<p>Build teacher capacity to implement a school wide approach to 21st century teaching and learning. Develop the four C's – critical thinking, collaboration, communication and creativity within the whole school community.</p> <p>Develop an effective data rich culture that enhances and personalises.</p> <p>Jeni Wilson's program is a focus during the year.</p>	<p>Provide professional development for staff on 21<sup>st</sup> Century technologies. Develop the four C's – critical thinking, collaboration, communication and creativity within the whole school community.</p> <p>Provide professional development for staff around online learning tools and multimodal pedagogies in planners.</p> <p>Work with a group of students and teachers on Inquiry practices.</p>

	Year 2	Embed Inquiry and personalised learning with Dr Jeni Wilson and continued investigation of the pathways to personalisation.	Staff routinely use online learning tools and multimodal pedagogies in planners.
	Year 3	Develop student's authentic voice in curriculum, goal setting, critical, creative and reflective thinking .	Students have authentic voice in curriculum, goal setting and reflection as shown in digital stories and multi model texts.  All stakeholders can articulate goals, areas of success and future learning
	Year 4	Evaluation of 21st century learning environment and impact of inquiry and personalised learning strategies	All classrooms demonstrate 21st century learning principles.
PLT to use data in an effective manner. (Diagnostic and planning purposes)	Year 1	Establish a whole school approach to Professional Learning Teams (PLT). Protocols and processes established for whole school. Use the PLT for staff discussion of teaching and learning approaches focussed on improving teacher practice.  Professional development with team leaders to develop a collective efficacy.	Timetabled sessions per week dedicated to PLT's. Create Google Doc templates for all teams. Specific agenda, expectations and scheduled dates are created for the year, co-ordinated with assessment schedule.  Leadership to attend weekly PLT's and provide feedback.  Teacher judgements to match NAPLAN results. More A and B results to be given to students.  Julie Chandler and Muffy Hand to co-ordinate full-day Professional Development sessions for Team Leaders and whole staff to develop a purposeful learning community.
	Year 2	Continue the focus on PLT's to improve teacher practice.	Continue timetabled sessions per week dedicated to PLT's. Google Doc templates for all documentation and planning Leadership continue to attend weekly PLT's and provide feedback.
	Year 3	Enhance understanding and use of performance data through PLT's.	Staff demonstrates through PLT's and Google docs, their knowledge of performance data.
	Year 4	Evaluate the PLT focus and impact on student learning.	PLT's meeting regularly and all student assessment showing moderation influences.