

# School Strategic Plan 2022-2026

Wallan Primary School (0664)



*“Working Together for a Better Future”*

Submitted for review by Tanya Kirkright (School Principal) on 22 May, 2023 at 02:05 PM  
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 30 May, 2023 at 11:04 AM  
Endorsed by Liarna Talarico (School Council President) on 30 May, 2023 at 03:16 PM

# School Strategic Plan - 2022-2026

Wallan Primary School (0664)

<b>School vision</b>	<p>Wallan's school motto: 'Working Together For a Better Future' empowers our students to become collaborative learners with positive feelings of self-worth. Our staff have added the phrase '...because they're worth it' to our motto so that we have the 'why' clear for our community. It also represents that everyone has the right to learn. Our motto and additional phrase are continuing on from our previous strategic plan as our school community still connects strongly with these statements and believes they are current.</p> <p>In 2022/2023 we collaborated with our students, families and staff to review and refine our vision. In reflection, we found that our previous vision was extensive and no longer suited the current context. After discussions and consultation, we have developed the new Wallan Primary School vision: "Wallan Primary School supports and empowers all learners to embrace challenges and celebrate achievements."</p> <p>The thinking behind our vision is that:</p> <ul style="list-style-type: none"><li>* Empowers - reflects agency and voice</li><li>* All - is our inclusive philosophy</li><li>* Learners - all stakeholders are learners at WPS</li><li>* Embrace Challenges - Students will have the strategies and tools to handle any challenges that occur in their well-being and/or teaching and learning journey. It also reflects our inquiry approach to learning and high expectations to continue to challenge ourselves.</li><li>* Celebrate achievements: reflects the importance of celebrating your own and others' achievements no matter how big or small</li></ul>
<b>School values</b>	<p>Our school review process in 2022 identified the need to review our school values.</p> <p>The school's values of 'Do Your Best, Help Others Succeed and Respect Your Environment' are understood by school community members and are a clear point of reference as we go about our daily interactions. These values are new in 2023 and were agreed on by all stakeholders through a review process of our previous values.</p> <p>Do Your Best:</p> <ul style="list-style-type: none"><li>* Demonstrate persistence and resilience</li><li>* Embrace challenges</li><li>* Demonstrate organisation and self-management skills</li><li>* Make good choices</li><li>* Do what is right when no one is watching</li></ul>

	<p>Help Others Succeed:</p> <ul style="list-style-type: none"> <li>* Developing positive relationships with others</li> <li>* Celebrate others</li> <li>* Support others by being a good friend and using positive talk</li> <li>* Collaborate to achieve success</li> <li>* Acceptance of difference</li> </ul> <p>Respect Your Environment:</p> <ul style="list-style-type: none"> <li>* Respect your peers, teachers and the school community</li> <li>* Respect the land and spaces</li> <li>* Respect your resources</li> <li>* Showing pride in our school</li> </ul> <p>Our next step is to develop our learning dispositions that will sit alongside our new values. Our new values are relevant to our Vision and pivotal to how we approach our whole school behaviour management as a restorative practices school and implementing Resilience, Rights and Respectful Relationships. We will continue to revisit our values annually to determine ownership and relevance as these have been chosen and agreed upon by all members, students, staff and families, of our school community.</p>
<p><b>Context challenges</b></p>	<p>Wallan Primary School is a growing school with 28 classes in 2022 and 32 classes in 2023. Classes from Foundation to Year 4 are straight cohorts with composite 5/6 classes in the upper school. Students come from a variety of multicultural and socio-economic backgrounds. The school has put a lot of time and funding into supporting our students and ensuring everyone who attends Wallan Primary School has the same opportunities. Our recent school review celebrated Wallan Primary School's Well-being processes and structures as a key success.</p> <p>The self-evaluation and review identified the school's key challenges in the below areas:</p> <p>Spelling and Writing were identified as areas for further work. Leadership had plans in place to further develop this area in the previous strategic plan however due to Covid and remote learning a shift was made in teacher professional learning. During remote learning, the literacy instruction was in the form of a booklet with a focus on reading more than writing. The school will implement an evidenced-based spelling and writing program and assessments.</p> <p>PLC training occurred during the previous school strategic plan. The challenge is that the staff members who were trained are no longer at the school. The school will look to reinitiate the PLC process and set up new structures in the school. As a result, this will enable teachers to have more ownership and access to whole school data sets and tracking.</p> <p>Staffing has been a challenge as due to school growth. Each year upskilling of a new group of staff has been required. The school has an induction process that outlines an agreed set of policies and practices to ensure a safe and orderly learning environment. The</p>

	<p>challenge in this space centres on delivering a full induction in a timely manner that covers behaviour management and all teaching and learning practices. A further challenge in this area, is providing coaching for new teachers to the profession/school whilst also assisting existing staff to build their capacity.</p> <p>Data indicated that based on teacher judgements, students performing above expected level in writing had followed a downward trend since 2018 to 2021 in years 1 to 4. It is acknowledged that since returning from remote learning and the reduced focus on writing at that time, teachers need more professional learning around teacher judgments and moderation. Further investigation into the relationship between NAPLAN data and an alignment with teacher judgement will be a focus. Differentiating the teaching, in order to enable and extend student learning, will be a focus, as well as will enhancing student /teacher/peer feedback evident within the classroom.</p> <p>Student wellbeing and attendance continues to be a high priority for all staff at our school. WPS established a number of strategies to address student attendance. A key strategy was having an attendance PLC to monitor attendance, engagement, school refusal and to work with parents. Other strategies included using student surveys and student forums, Patch our attendance mascot and our values tickets to empower students, improve attendance and build school pride. Determining our main areas of focus has enabled us to align our resources, financial, human and physical to maximise our efforts.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Listed below are our key target areas as identified in our school review:          To improve student learning achievement and growth in Literacy.          To improve student learning achievement and growth in Numeracy.          To strengthen the connectedness, resilience and well-being of all students.</p> <p>We believe that, if we can achieve targeted improvement in the areas listed above through a staged implementation process, with proven initiatives that have supporting evidence of its effectiveness, then student achievements both individually and collectively will improve.</p> <p>As a school we will target the following areas through our AIP to achieve our strategic goals:</p> <p>Literacy and Numeracy</p> <ul style="list-style-type: none"> <li>* Complete a review of our instructional model</li> <li>* Implement a structured coaching and mentoring program to support teachers with the consistent delivery of the instructional model</li> <li>* Continue to plan professional learning around evidence based practices.</li> <li>* Implement a consistent PLC structure</li> <li>* Further develop data literacy skills and the use of data to inform planning and student goal setting</li> <li>* Student agency and goal setting in their learning</li> <li>* Further develop teacher judgement and formative assessment</li> <li>* Differentiating to meet our students at their point of need</li> <li>* Feedback between teacher and student to be a priority in future work</li> </ul>

Wellbeing

- \* Document current practices and processes
- \* Implement a consistent language and understanding around wellbeing through a multi tiered approach to be a priority in future work
- \* Embed Resilience, Rights and Respectful Relationships practices
- \* Implement government wellbeing initiatives to support our students.

# School Strategic Plan - 2022-2026

Wallan Primary School (0664)

<b>Goal 1</b>	To improve student learning achievement and growth in literacy
<b>Target 1.1</b>	<p>NAPLAN Benchmark growth</p> <ul style="list-style-type: none"><li>● Writing NAPLAN Year 5: To improve two year moving average for percentage students at or above Benchmark Growth from 60% 2021 to 70% 2026.</li><li>● Spelling NAPLAN Year 5: To improve two year moving average for percentage students at or above Benchmark Growth from 58% 2021 to 70% 2026.</li></ul>
<b>Target 1.2</b>	<p>NAPLAN Achievement Bands.</p> <ul style="list-style-type: none"><li>● Writing: Decrease the percentage of students NAPLAN Year 3 Writing in bottom two bands from 33% 2022 to 10% 2026.</li><li>● Spelling: Decrease the percentage of students NAPLAN Year 3 Spelling in bottom two bands from 39% 2022 to 25% 2026.</li></ul>
<b>Target 1.3</b>	<p>Teacher Judgements</p> <ul style="list-style-type: none"><li>● Writing: Improve teacher Judgements % students above expected level from 14% 2021 to 25% 2026.</li></ul>
<b>Target 1.4</b>	Staff Survey

	<ul style="list-style-type: none"> <li>To improve collective positive endorsement for Collective Efficacy from 64% positive endorsement 2021 to 70% positive endorsement in 2026.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a consistent pedagogical approach for implementing the whole school literacy program.
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop a consistent approach to formative, and summative assessment in literacy.
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity in the teaching of Spelling and Writing
<b>Goal 2</b>	To improve student learning achievement and growth in Numeracy
<b>Target 2.1</b>	NAPLAN Growth  To improve the moving average for percentage of students at or above benchmark growth from 71% 2021 to 75% 2026.

<b>Target 2.2</b>	<p>NAPLAN achievement Bands</p> <p>To improve Numeracy NAPLAN percentage of students, top two bands year 3 from 19% 2022 to 28% 2026</p>
<b>Target 2.3</b>	<p>Teacher judgements</p> <ul style="list-style-type: none"> <li>● To improve percentage of students in teacher judgements Number and Algebra at or above expected level from 59% 2021 to 70% 2026.</li> <li>● To Improve teacher judgements at or above expected level in Geometry and Measurement from 54% 2022 (sem1) to 65% (Sem 2) 2026</li> </ul>
<b>Target 2.4</b>	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>● To improve academic emphasis from 56% positive endorsement 2022 to 65% positive endorsement 2026</li> </ul>
<p><b>Key Improvement Strategy 2.a</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>To build teacher capacity in the teaching of Geometry and Measurement / Statistics and Probability.</p>
<p><b>Key Improvement Strategy 2.b</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>To build teacher capacity to identify and plan for the use of higher order thinking skills in learning tasks.</p>
<p><b>Key Improvement Strategy 2.c</b></p>	<p>To build staff capacity to differentiate learning so that all children achieve their potential.</p>



Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Goal 3</b>	To strengthen the connectedness, resilience and wellbeing of all students
<b>Target 3.1</b>	<p>Attitudes to School Survey</p> <ul style="list-style-type: none"> <li>● To improve sense of confidence from 71% Positive Endorsement 2022 to 78% positive endorsement 2026</li> <li>● To improve student voice and agency from 69% positive endorsement 2022 to 75% positive endorsement 2026.</li> </ul>
<b>Target 3.2</b>	<p>Parent Survey</p> <ul style="list-style-type: none"> <li>● To improve confidence and resilience from 70% positive endorsement 2021 to 80% positive endorsement 2026.</li> </ul>
<b>Target 3.3</b>	<p>Staff Survey:</p> <ul style="list-style-type: none"> <li>● To build resilience and a resilient supportive environment from 66% positive endorsement 2022 to 75% 2026.</li> </ul>
<p><b>Key Improvement Strategy 3.a</b>  Activation of student voice and agency, including in leadership and learning, to</p>	Build staff and student capacity to set challenging learning goals that enable students to monitor their own growth.

strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks.
<b>Key Improvement Strategy 3.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a positive climate for learning.