

School Strategic Plan for Wandin Yallock Primary School 1033 2015 - 2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Trevor Vass</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</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 Robert Stephens</p> <p>Date.....</p>

School Profile

Purpose	Wandin Yallock provides a respectful, caring, creative and stimulating culture where all students are supported and challenged to achieve their full potential.
Values	Wandin Yallock Community= C reativity+ A chievement+ R espect+ I ntegrity+ N urture+ G rowth
Environmental Context	<p>Wandin Yallock Primary School was established in 1870 and is situated in the Yarra Valley in a semi-rural environment in outer Melbourne. The school provides educational services to students from the townships of Wandin and Seville as well as from the surrounding farming areas.</p> <p>Wandin Yallock Primary School has experienced a complete rebuild of facilities which spanned 2009-2014. It now offers seven spacious, open plan classrooms, the original school house which has been renovated and converted into the administration area and a large community built sports stadium. The grounds have been landscaped and students have a range of options for passive and active play areas.</p> <p>Students are currently arranged into four multi-age class classes. In 2015 the staff has 7.52 full time equivalent staff consisting of one principal, six classroom teachers (both full and part time), a Business manager for four days a week and a part time Education Support Officer. The school also employs a 'farmer' one day per week to work with students in the school garden and has a chaplain one and a half days per week. The leadership of Wandin Yallock has experienced change throughout 2012-2014, with three principals during this time. The ongoing appointment of the current principal was in 2014.</p> <p>The school follows the AusVELS curriculum in the key learning areas, with specialised programs in Physical Education, French and Visual Art.</p> <p>The Student Family Occupation (SFO) socio-economic indicator for Wandin Yallock Primary School was similar to the state mean (0.5140) throughout the period of review. The school currently has a Student Family Occupation indicator of socio-demographics of 0.5132 which has increased from the 2012 figure of 0.4396. The school has very low numbers of students with language backgrounds other than English and two students who receive additional funding as part of the Program for Students with Disabilities (PSD). Their funding is used to provide an Education Support Officer to work alongside them in the classroom.</p> <p>Enrolments at Wandin Yallock Primary School were 146 in 2012, 119 in 2013, and 96 in 2014 and were at 85 at the time of review in 2015. The decline has been due to a range of factors, including declining birth rates in the area, large year 6 cohorts leaving the school and very low prep enrolments each year.</p>

Strategic Direction

	Goals	Targets	Key Improvement Strategies												
Achievement	Improve the learning growth of all students in literacy and numeracy	<p>NAPLAN</p> <ul style="list-style-type: none"> No student deemed capable to be below the National Minimum Standard at Year 3 or Year 5 Percentage of students in top 3 bands to increase by 20% in Spelling, Writing & Numeracy at years 3 & 5 <p>AusVELS</p> <ul style="list-style-type: none"> Over 40% of students at each year level Above Expected in AusVELS Teacher Judgements in Writing, Spelling and Reading Over 40% of students at each year level Above Expected in AusVELS Teacher Judgements in Measurement & Geometry and Statistics & Probability AusVELS teacher judgements indicate no Year 3 student enrolled at school in Prep is more than 6 months below expected <p>Diagnostic assessment data in Reading, Writing, Spelling and Numeracy indicate 90% of students are making at least 12 months growth in their learning</p> <table border="1"> <thead> <tr> <th>School Staff Survey</th> <th colspan="2">% endorsement</th> </tr> <tr> <th>Components</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Active participation</td> <td>75</td> <td>> 90</td> </tr> <tr> <td>Guaranteed & viable curriculum</td> <td>63</td> <td>>90</td> </tr> </tbody> </table>	School Staff Survey	% endorsement		Components	2014	2018	Active participation	75	> 90	Guaranteed & viable curriculum	63	>90	<p>Create a whole school documented curriculum where planning reflects the scope and sequence for Literacy and Numeracy.</p> <p>Build teacher capability to utilize data and a range of assessment strategies to teach to a student's point of learning.</p>
School Staff Survey	% endorsement														
Components	2014	2018													
Active participation	75	> 90													
Guaranteed & viable curriculum	63	>90													

Engagement

Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.

School Staff Survey	% endorsement	
Components	2014	2018
Teacher collaboration	75	> 90
Parent & Community Involvement	79	>90
Collective responsibility	83	>90
Guaranteed & viable curriculum	63	>90

Attitude to School Survey	2014	2018
Stimulating learning	3.97	>4.2
School Connectedness	3.87	>4.4

Parent Opinion Survey	2014	2018
School Improvement	5.1	> 5.7
Student motivation	5.34	> 5.7
School Connectedness	5.47	> 5.8

Student absence	2014	2018
P-6	13.49	<12

Develop an agreed Wandin Yallock Instructional model that ensures the individual learning needs of all students are being met and is consistently implemented by all staff

Use an Inquiry learning approach to create opportunities to promote student voice and involve students in decision making

<p>Wellbeing</p>	<p>Ensure all members of the school community feel they are in a safe and supportive learning environment</p>	<table border="1" data-bbox="850 219 1465 365"> <thead> <tr> <th>Attitude to School Survey</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Student safety</td> <td>4.01</td> <td>>4.4</td> </tr> <tr> <td>Classroom behaviour</td> <td>2.75</td> <td>>3.4</td> </tr> <tr> <td>Student morale</td> <td>4.97</td> <td>>5.6</td> </tr> <tr> <td>School Connectedness</td> <td>3.87</td> <td>>4.4</td> </tr> </tbody> </table> <table border="1" data-bbox="850 397 1465 487"> <thead> <tr> <th>Parent Opinion Survey</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Student safety</td> <td>4.78</td> <td>> 5.5</td> </tr> <tr> <td>Connectedness to peers</td> <td>5.44</td> <td>> 5.9</td> </tr> </tbody> </table> <p>Bully Stoppers data collection Student survey</p> <ul style="list-style-type: none"> o Q13 – staff solve the problem when approached o Q19 – school rated ‘fantastic’ at dealing with bullying <p>Teacher survey</p> <ul style="list-style-type: none"> o Survey 1 indicates student bullying low o Survey 3 indicates staff used effective strategies <p>Parent survey</p> <ul style="list-style-type: none"> o Q3 – 90% believe that bullying is “not much of a problem” o Q5 – 90% believe teachers respond straight away 	Attitude to School Survey	2014	2018	Student safety	4.01	>4.4	Classroom behaviour	2.75	>3.4	Student morale	4.97	>5.6	School Connectedness	3.87	>4.4	Parent Opinion Survey	2014	2018	Student safety	4.78	> 5.5	Connectedness to peers	5.44	> 5.9	<p>Build the capacity of students to be resilient, socially responsible and respectful in all their relationships.</p>			
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School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <p>Goal Improve the learning growth of all students in literacy and numeracy</p> <p>Key Improvement Strategy Create a whole school documented curriculum where planning reflects the scope and sequence for Literacy and Numeracy.</p>	Year 1	<ul style="list-style-type: none"> Create a framework for a documented curriculum 	<ul style="list-style-type: none"> All staff used the template to document the curriculum and make explicit links to assessment, AusVELS and differentiation of learning tasks Process and protocols for the development, storage, reflection, modification and monitoring of the documented curriculum are created
		<ul style="list-style-type: none"> Create a scope and sequence for writing and number 	<ul style="list-style-type: none"> A scope and sequence for writing and number have been created based on a continuum A common key vocabulary list has been developed by each PLT to support the continuum
	Year 2	<ul style="list-style-type: none"> Create a framework for a documented curriculum 	<ul style="list-style-type: none"> The template has been reviewed and modified as required All planning documents are shared Evidence collected that process and protocols are being monitored and implemented
		<ul style="list-style-type: none"> Create a scope and sequence for writing and number 	<ul style="list-style-type: none"> Planning documents have been monitored to ensure that the scope and sequence has been implemented
		<ul style="list-style-type: none"> Create a scope and sequence for reading and measurement & geometry 	<ul style="list-style-type: none"> A scope and sequence for reading and measurement & geometry have been created A common key vocabulary list has been developed by each PLT to support the continuum
		<ul style="list-style-type: none"> A school wide approach to teaching spelling will be determined 	<ul style="list-style-type: none"> An approach has been selected A training program has been developed
	Year 3	<ul style="list-style-type: none"> Create a scope and sequence for speaking & listening and statistics & probability 	<ul style="list-style-type: none"> A scope and sequence for speaking & listening and statistics & probability A common key vocabulary list has been developed by each PLT to support the continuum
		<ul style="list-style-type: none"> Create a scope and sequence for reading and measurement & geometry 	<ul style="list-style-type: none"> Planning documents have been monitored to ensure that the scope and sequence for reading and measurement & geometry has been implemented
	Year 3	<ul style="list-style-type: none"> A school wide approach to teaching spelling will be implemented 	<ul style="list-style-type: none"> All staff have attended the training program Planning documents have been monitored to ensure that the spelling approach has been implemented
		Year 4	<ul style="list-style-type: none"> Review Curriculum template and documentation

<p>Achievement</p> <p>Goal Improve the learning growth of all students in literacy and numeracy</p> <p>Key Improvement Strategy Build teacher capability to utilize data and a range of assessment strategies to teach to a student's point of learning.</p>	Year 1	<ul style="list-style-type: none"> Implement a data management system (DMS) 	<ul style="list-style-type: none"> A DMS has been selected and a training program developed All staff have completed initial training
		<ul style="list-style-type: none"> Teachers are trained in assessment strategies 	<ul style="list-style-type: none"> All staff complete PL on how to apply assessment as, of and for learning to teaching practice
		<ul style="list-style-type: none"> Staff develop capacity to use diagnostic assessment 	<ul style="list-style-type: none"> Assessment schedule to be revisited by staff and clearer dates for completion added Assessment Schedule implementation is discussed at each PLT meeting and minutes record individual teacher implementation All staff receive training in the diagnostic assessment in PatMaths All staff administer PatMaths and can discuss the results to inform their teaching PLT minutes show formal moderation of writing samples to inform teaching and aid assessment against AusVELS Principal provides a full analysis of the diagnostic components of NAPLAN
	Year 2	<ul style="list-style-type: none"> Implement a data management system (DMS) 	<ul style="list-style-type: none"> All staff are uploading student assessments onto DMS – AusVELS, Pat Maths, PatReading and SWIST etc PLT's minutes demonstrate DMS used to inform teaching and learning
		<ul style="list-style-type: none"> Teachers are trained in assessment strategies 	<ul style="list-style-type: none"> Planning documents and peer observation indicates implementation of formative assessment – 'for learning'
		<ul style="list-style-type: none"> Staff develop capacity to use diagnostic assessment 	<ul style="list-style-type: none"> All staff receive training in the diagnostic assessment in PatReading All staff administer PatReading and can discuss the diagnostic results to inform their teacher PLT minutes show formal moderation of writing samples to inform teaching and aid assessment against AusVELS Principal provides a full analysis of the diagnostic components of NAPLAN
	Year 3	<ul style="list-style-type: none"> Staff develop capacity to use diagnostic assessment 	<ul style="list-style-type: none"> Assessment schedule reviewed and modified
		<ul style="list-style-type: none"> Implement a data management system (DMS) 	<ul style="list-style-type: none"> Use of DMS reviewed for effectiveness
	Year 4	<ul style="list-style-type: none"> Review of assessment strategies 	<ul style="list-style-type: none"> Assessment schedule revised

<p>Engagement</p> <p>Goal Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.</p> <p>Key Improvement Strategy Develop an agreed Wandin Yallock Instructional model that ensures the individual learning needs of all students are being met and is consistently implemented by all staff</p>	Year 1	<ul style="list-style-type: none"> Develop an agreed instructional model (IM) 	<ul style="list-style-type: none"> A common understanding is documented on what effective teaching & learning looks like in Writing & Number Agreement is reached around the teaching of the literacy and numeracy block in the school day All staff have visited at least 2 schools with the key focus being IM and the use of data and assessment.
		<ul style="list-style-type: none"> Embed the use of ICT across and between all levels to stimulate & engage students in their learning 	<ul style="list-style-type: none"> Review the current ICT plan and develop a 3 year plan for ICT using both existing and new technologies that incorporates a professional learning plan
	Year 2	<ul style="list-style-type: none"> Develop an agreed instructional model (IM) 	<ul style="list-style-type: none"> A common understanding of what effective teaching and learning looks like in Reading and Spelling is documented A document is created that details the process followed, and the agreed IM model Protocols for the consistent implementation of the IM are documented An observation model is developed to provide accountability for the IM implementation
		<ul style="list-style-type: none"> Embed the use of ICT across and between all levels to stimulate & engage students in their learning 	<ul style="list-style-type: none"> Year one of the ICT PL plan has been fully implemented Year 2 of the PL plan reviewed for implementation in 2017
	Year 3	<ul style="list-style-type: none"> Develop an agreed instructional model (IM) 	<ul style="list-style-type: none"> Planning documents reflect the implementation of the IM Protocols are monitored for effective implementation An observation model for the IM has been implemented All teachers implement the literacy and numeracy blocks as agreed
		<ul style="list-style-type: none"> Embed the use of ICT across and between all levels to stimulate & engage students in their learning 	<ul style="list-style-type: none"> Year 2 of the ICT plan has been fully implemented Year 3 of the PL plan reviewed for implementation in 2018
	Year 4	<ul style="list-style-type: none"> Embed the use of ICT across and between all levels to stimulate & engage students in their learning 	<ul style="list-style-type: none"> Year 3 of the ICT PL plan has been fully implemented Review the current ICT plan

<p>Engagement</p> <p>Goal Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.</p> <p>Key Improvement Strategy Use an Inquiry learning approach to create opportunities to promote student voice and involve students in decision making</p>	Year 1	<ul style="list-style-type: none"> Improve the learning feedback loop 	<ul style="list-style-type: none"> All required students have ILP's All staff have been trained to provide one-one feedback to students on their progress using protocols Implementation of 3-way interviews with students , parents and teachers held mid-year.
		<ul style="list-style-type: none"> Staff develop capacity to cater for student voice 	<ul style="list-style-type: none"> Documented common understanding of quality inquiry F-6, including agreed school wide inquiry approaches Documented common understanding of student voice and strategies to support classroom practice
	Year 2	<ul style="list-style-type: none"> Improve the learning feedback loop 	<ul style="list-style-type: none"> At least 40% of students at each level have ILP's All staff provide one-one feedback to students on their progress at least three times per term using protocols
		<ul style="list-style-type: none"> Staff develop capacity to cater for student voice 	<ul style="list-style-type: none"> Planning documents reflect opportunity for student voice in teaching and learning activities
		<ul style="list-style-type: none"> Develop inquiry learning scope and sequence 	<ul style="list-style-type: none"> The agreed inquiry learning approach has been embedded in teacher practice A scope and sequence for Inquiry Learning based on AusVELS has been created F-6 A two year cycle of inquiry is documented F-6
	Year 3	<ul style="list-style-type: none"> Develop a cycle of inquiry learning 	<ul style="list-style-type: none"> The cycle of inquiry is implemented in all Year levels Assessment rubrics
		<ul style="list-style-type: none"> Create a culture that fosters the development of student leadership skills 	<ul style="list-style-type: none"> Review of the student leadership opportunities has occurred and outcomes implemented
	Year 4	<ul style="list-style-type: none"> Create a culture that fosters the development of student leadership skills 	<ul style="list-style-type: none"> Results of student leadership review have been implemented

<p>Wellbeing</p> <p>Goal Ensure all members of the school community feel they are in a safe and supportive learning environment</p> <p>Key Improvement Strategy Build the capability of students to be resilient, socially responsible and respectful in all their relationships.</p>	Year 1	<ul style="list-style-type: none"> School values are implemented 	<ul style="list-style-type: none"> School Values and descriptors are on display in all areas of the school and explicitly taught in classes Student focus groups and parent focus groups provide anecdotal evidence that the school values are embedded
		<ul style="list-style-type: none"> Embed a consistent implementation of the student behaviour management plan 	<ul style="list-style-type: none"> Analyse the Student attitude to school survey results and hold student focus groups with students from level 3-6 to investigate results further. Create a 'School-wide expectations for student behaviour' policy Expectations of the student behaviour management plan are visible in classrooms and monitored
	Year 2	<ul style="list-style-type: none"> Create a school well-being program that encompasses the teaching of school values 	<ul style="list-style-type: none"> Parent, student and staff forums support the development of the program The school well-being program has been created and agreed upon Bully stoppers survey has been administered to students, parents and staff and recommendations made for improvements.
		<ul style="list-style-type: none"> Embed a consistent implementation of the student behaviour management plan 	<ul style="list-style-type: none"> Artefacts reflecting 'School-wide expectations for student behaviour' are visible in classrooms and monitored
	Year 3	<ul style="list-style-type: none"> Create a school well-being program that encompasses the teaching of school values 	<ul style="list-style-type: none"> Wellbeing program is being implemented and monitored.
	Year 4	<ul style="list-style-type: none"> The school well-being program is audited for relevance 	<ul style="list-style-type: none"> Audit completed, recommendations discussed and implemented Bully stoppers survey has been administered to students, parents and staff and recommendations made for improvements.

<p>Productivity</p> <p>Goal Increase the capacity of the school to function as a strategic organisation</p> <p>Key Improvement Strategy Create processes and procedures that support role clarity, accountability and feedback between all sectors of the school community.</p>	Year 1	<ul style="list-style-type: none"> ▪ Review leadership structures in school 	<ul style="list-style-type: none"> • Responsibilities related to teacher classifications are clarified as per VGSA and AITSL Standards • Review leadership structure and assign responsibility positions for <ul style="list-style-type: none"> ○ data management that encompasses the collation and distribution of data that is held locally by the school ○ literacy team leader that supports the creation of literacy teams ○ numeracy team leader that supports the creation of numeracy teams ▪ Role descriptions have been created
		<ul style="list-style-type: none"> ▪ Review all processes and procedures in the school to incorporate accountability & feedback mechanisms 	<ul style="list-style-type: none"> ▪ A 3 year plan for the review of all processes and procedures in the school is developed ▪ Year 1 of the plan is implemented ▪ Staff have agreed to a list of 6 'non-negotiables' for 2015 and been held accountable for their implementation
	Year 2	<ul style="list-style-type: none"> ▪ Review all processes and procedures in the school to incorporate accountability & feedback mechanisms 	<ul style="list-style-type: none"> ▪ Year 2 of the plan is implemented ▪ Staff have agreed to an additional list of 4 'non-negotiables' for 2016 and been held accountable for their implementation
		<ul style="list-style-type: none"> ▪ Implement a walk through and peer observation process 	<ul style="list-style-type: none"> ▪ A team has been selected to trial peer observation and walk throughs and has created protocols ▪ An agreed process with protocols has been developed for implementation in 2016
	Year 3	<ul style="list-style-type: none"> ▪ Review all processes and procedures in the school to incorporate accountability & feedback mechanisms 	<ul style="list-style-type: none"> ▪ Year 3 of the plan is implemented ▪ Staff have agreed to an additional list of 4 'non-negotiables' for 2017 and been held accountable for their implementation
		<ul style="list-style-type: none"> ▪ Implement a walk through and peer observation process 	<ul style="list-style-type: none"> ▪ The agreed process with protocols has been implemented, evaluated and modified for 2017
	Year 4	<ul style="list-style-type: none"> ▪ Review all processes and procedures in the school to incorporate accountability & feedback mechanisms 	<ul style="list-style-type: none"> ▪ All 'non negotiables' have been reviewed for relevancy ▪ All processes and procedures are clearly documented and in are being implemented. .