School Strategic Plan for

Warranwood Primary School 3476

2015-2018

Endorsements

Endorsement by School Principal	Signed...... _(signature)_ Name...... STEVE ALBON Date...... 29.1.15
Endorsement by School Council	Signed...... _(signature)_ Name...... BRENTON STOKES Date...... 3/2/15 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed... D. Locco Name... Deborah Locco Date...... 29/1/14

School Profile

Purpose	Warranwood Primary School provides a rich learning environment underpinned by positive relationships where individuals are valued and supported to realise their potential and become confident, productive and resilient citizens. The aims adopted by our school community for our students are consistent with those of the 'Melbourne Declaration on Educational Goals for Young Australians' of 2008: ***To develop the essential skills for twenty-first century learners – in literacy, numeracy, information and communication technology, thinking, creativity, teamwork and communication.*** ***To develop individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.*** http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf We will work towards achieving these aims in a dynamic learning environment that challenges and extends our students.
Values	We believe that positive relationships are essential for an effective learning community. Relationships must be based on shared values, which are the strong beliefs of our school community and are used to lead our lives. These shared values are: **Respect**: treating others with consideration and regard, **Responsibility**: personal, social, civic and environmental – being accountable for one's actions including self-discipline, resolving differences, contributing to the school community and preserving the environment, **Care and Compassion**: caring for oneself and showing interest in, concern and care for others, **Honesty and Trustworthiness**: being truthful and sincere, and ensuring consistency

	between words and actions, • **Understanding, Tolerance and Inclusion**: recognising and accepting the differences in ability, race, religion and beliefs of others, • **Fair Go**: treating everyone fairly at all times, • **Doing Your Best**: a personal achievement goal that is expected from all, and • **Integrity**: the principle of acting in accordance with the shared values. These values are synthesised in the concept of **R-U-In?** *R*espect, including *fair go* *U*nderstanding, including *tolerance* and *inclusion*, *care* and *compassion* *In*tegrity, including *responsibility*, *honesty* and *trustworthiness*, *doing your best* School values create a nurturing, harmonious environment where all members of the community are respectful of each other.
Environmental Context	Warranwood Primary School is situated in a largely residential area of the hills between Warrandyte and Ringwood some 30km east of the city of Melbourne. The school was opened in 1996 and has since served the local community in excellent modern facilities. These facilities include bright open-space classrooms, gym, Performing Arts space, art room, Japanese room, expansive library and numerous play spaces that include a variety of play equipment, 2 basketball courts, oval, shaded play areas and a large synthetic grass playing field and running track. The BER program allowed the construction of a new six classroom learning space, enhancing the provision of a contemporary learning environment and dynamic, flexible programs for the 440 students enrolled. School organisation is based on multi-age class teams, which plan, implement and assess collaboratively. The specialist team comprises teachers of Physical Education, Visual Arts, Performing Arts and Languages (Japanese). The provision of computer technology to enhance learning has been a hallmark of the school for some years. In 2013 a research project investigated the viability of BYOD program, resulting in the introduction of a 1-to-1 iPad program for students in Years 5 and 6 in 2014. Parents have high aspirations for their children and the school offers a range of learning programs

	that aim to develop the whole child. Support and extension programs cater for the different interests and abilities of the students. An extensive list of enrichment activities include intra and interschool sports, camping programs, Japanese drumming, drama and music lessons and productions, as well as a range of student leadership opportunities. The HAWK (High Achieving Warranwood Kids) program provides all students with a range of interest based academic and social development programs. Achievement in all aspects of schooling is affirmed and celebrated. Our school values encourage the development of high quality relationships between all members of the school community. These strong connections are considered essential to the development of a high-quality teaching and learning environment. Extensive wellbeing and leadership programs operate across the school. Home/school partnerships are highly valued and both parents and teachers espouse high expectations for the achievement of students at the school.
Service Standards	• The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • The school will respond to all communication by parents and caregivers promptly. • The school will work in partnership with parents when social or behavioural concerns need further action. • The school ensures all students access to a broad, balanced and flexible curriculum. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will experience learning programs that are adapted to their individual needs. • Students will play an active part in the development and review of the school's behaviour policies. • All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To improve achievement for all Students across the curriculum with an emphasis on English and mathematics, particularly reading and writing.	• Naplan – Mean student achievement grade 3 and 5 at state or better in all areas of Naplan. • Naplan Growth targets – 20% or lower in all areas for low growth and 30% or more in all areas for high growth. • English and maths AusVELS teacher judgement: students will achieve equal to or greater than 1.0 growth in a year. • Students on IEPs will have their growth assessed and monitored individually.	1. Build whole school cohesion and consistency of practice through agreed research-based teaching practices for quality differentiated teaching. 2. Implement purposeful and agreed assessment practices to effectively drive teaching and learning for identified student needs. 3. Build staff capacity and collective efficacy to provide cohesive and consistent whole school teaching and learning practices.
Engagement	To improve student engagement and increase student voice in learning.	• Attitude to School Survey in areas of stimulating learning, teacher effectiveness, teacher empathy, school connectedness and learning confidence to move to 4th quartile.	4. Ensure a whole school approach to quality student engagement incorporating student directed learning opportunities.
Wellbeing	To strengthen student wellbeing with a particular focus on community relationships.	• Attitudes to School Survey in the areas of classroom behaviour, connectedness to peers, student distress, student morale and student safety to move to 4th quartile.	5. Fully embed the whole school approach to student wellbeing to facilitate strong community relationships.
Productivity	To strengthen resource allocation that is aligned with school goals and responsive to demonstrated student needs.	• Increased funding in Professional Development budget to provide staff with the capacity to effectively meet the needs of increased student learning outcomes. • Targeted allocation of professional learning time to support teachers to effectively plan, learn and assess	6. Allocate and regularly monitor and review resources according to school goals and priorities.

		together. ▪ Provision of expert consultants for improved literacy and numeracy teaching. ▪ Leadership development for succession planning. ▪ Allocation of SRP funds for Literacy Leader position when viable.	

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement • Build staff capacity and collective efficacy to provide cohesive and consistent whole school teaching and learning practices in literacy and numeracy. • Build whole school cohesion and consistency of practice through agreed research based teaching practices for quality differentiated teaching. • Implement purposeful and agreed assessment practices to effectively drive teaching and learning for identified student needs.	Year 1	• Establish and formalise whole school agreed instructional model of practice. • TPL (Teacher Professional Leave) program focussing on best practice in literacy, specifically reading and writing. • Consolidate and strengthen whole school approach to maths to increase consistency of practice F-6. • Audit and define what differentiated learning is and looks like at Warranwood PS • Develop protocols for teaching and learning observations based on AITSL standards. • Investigate quality formative assessment practices. • Trial implementation of ePortfolios in Senior School.	• Documentation of agreed whole school instructional model. • School Council support for TPL Literacy project. • TPL action research project agreed on by teaching staff. • TPL reports to staff. • Agreed document outlining reading and writing blocks. • Teaching and learning observation documentation. • Staff PDPs in line with School Strategic Plan and Annual Implementation Plan. • Introduction of SPA assessment tool. • Report of ePortfolio trial and professional learning.
	Year 2	• Establish whole school understanding and approach to purposeful assessment in line with school's instructional model. • Develop scope and sequence document of reading development F-6. • Develop scope and sequence document of writing development F-6. • Building teacher understanding in using data to drive planning. • Ensure consistent and purposeful use of learning intentions and success criteria. • Continued development of teaching and learning observations. • Possible whole school literacy modelling program with consultant.	• Scope and sequence documents for reading and writing. • Updated assessment schedules for reading and writing. • Review of documentation created in year 1. • Assessment schedules reviewed and updated. • Learning intentions and success criteria visible in planning documents. • Learning intentions and success criteria visible in classrooms.

		▪ Review assessment practices.	
	Year 3	▪ Ensure embedding of teaching practices in literacy and numeracy. ▪ Review of resource purchasing and storage. ▪ Review student portfolios school wide. ▪ Review moderation practices to ensure broad understanding.	▪ Storage of resources documented. ▪ Implementation of school wide ePortfolio.
	Year 4	▪ To be developed ▪ SSP self-evaluation and new SSP	▪
Engagement • Ensure a whole school approach to quality student engagement incorporating student directed learning opportunities.	Year 1	▪ Establish whole school agreements as to what quality student engagement looks like at Warranwood PS. ▪ Use of Attitudes to School Survey to unpack issues surrounding engagement in Senior School. ▪ Development of school based surveys around engagement for students in the Middle School. ▪ Three way conferences used in all areas of the school at least once per calendar year to increase student voice.	▪ Sessions unpacking data with individual classes. ▪ Collated survey data from Middle School to develop appropriate programs through SWO. ▪ Recording format of three way conferences at Getting to Know You interviews, establishing goals for individual students.
	Year 2	▪ Feedback processes reviewed to enable the development of goal setting processes for students appropriate to developmental levels. ▪ Investigation and audit of the school's inquiry approach to establish forward direction F-6. ▪ Develop understanding of student directed learning. ▪ Review effectiveness of communication strategies to enhance home/school partnerships (explore parent expectations of the school).	▪ Formal Feedback Formats developed relevant to areas across the school to enable students to set individual goals.
	Year 3	▪ Review transition programs across school. ▪	▪

	Year 4	▪ To be developed ▪ SSP self-evaluation and new SSP	▪
Wellbeing • To strengthen student wellbeing with a particular focus on community relationships.	Year 1	▪ Reinvigoration of school values across the school including working with students to develop R-U-In program. ▪ Establish consistent language linked to values and prevention programs ▪ Review Principal Award/Citizenship Awards in light of school values. ▪ Connect Group activity planning documented at the beginning of each term. ▪ Continue accreditation process for eSmart.	▪ Refined goals will be visible across the school. ▪ New promotional material including website development around values. ▪ Conduct student focus groups. ▪ Continue local online surveys. ▪ Awards at assemblies redirected to values once a month. ▪ Connect Group planning documents.
	Year 2	▪ Build a community skillset for increasing resilience. ▪ Strengthen consistency of practice for student management. ▪ Finalise accreditation process for eSmart.	▪ Workshops for parents and student groups. ▪ eSmart accreditation attained.
	Year 3	▪ Audit school progress and structures in wellbeing to focus future direction. ▪ Review Connect Groups in view to constructing F-6 groups.	▪ Wellbeing audit complete.
	Year 4	▪ To be developed ▪ SSP self-evaluation and new SSP	▪
Productivity • To strengthen resource allocation that is aligned with school goals and responsive to demonstrated student needs.	Year 1	▪ Change timetable to 2-2-1 hour blocks to facilitate more appropriate literacy and numeracy time. ▪ Focus on allocation of specialist roles. ▪ Professional Learning Team meetings every three weeks. ▪ Investigate whole school data storage, eg SPA. ▪ Audit of school "interruptions" to allow greater focus on teaching and learning. ▪ Review ES staffing structure. ▪ Engagement with Asia - to investigate	▪ New timetable. ▪ Maximise options in the event of staff changes. ▪ Develop a leadership structure that reflects school goals. ▪ Succession planning in place for sustainability. ▪ Staff deployed to create success of whole school approaches. ▪ Funding of Literacy TPL project. ▪ SRP detail ▪ Professional Learning plans set out each

		potential opportunities to develop school relationships. ■ Continue SWO program.	year.
	Year 2	■ Continuation of teaching and learning observation programs through allocation of non-teaching time. ■ Potential employment of literacy consultant/leader. ■ Review teacher staffing structure ■ Strengthen Japanese program in light of Engage with Asia initiatives. ■ Continue SWO program. ■ Effective ongoing funding of ICT program.	■ Leadership structure reflects school goals. ■ Succession planning in place for sustainability. ■ Continue funding of SWO program.
	Year 3	■ Continuation of teaching and learning observation programs through allocation of non-teaching time. ■ Evaluation of SWO program.	■
	Year 4	■ To be developed ■ SSP self-evaluation and new SSP	■