

School Strategic Plan Goals and Targets 2018-2021

Wodonga Primary School (0037)



Submitted for review by Damian Duncan (School Principal) on 09 January, 2018 at 09:03 AM
Endorsed by John Pryor (Senior Education Improvement Leader) on 09 January, 2018 at 04:35 PM
Endorsed by Nat Thompson (School Council President) on 12 January, 2018 at 11:46 AM

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Pamela Thibou-Martin 27th Nov 2017[name].....[date][name].....[date]
School council: Natalie Thompson 27th Nov 2017[name].....[date][name].....[date]
Delegate of the Secretary: [name] [date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<i>Engage Learning and Expand Minds</i>	<i>Challenge Curiosity Community Collaboration Culture</i>	<p>Enrolments at the school have increased from 762 in 2014 to 868 in 2017, necessitating the need for portable classrooms. Whilst most of the students are drawn from the local area, several travel to the school from the wider regional area.</p> <p>The student population is becoming slightly more culturally diverse with growing Koorie and English as Additional Language (EAL) cohorts. The EAL cohort includes students from Nepal, India, Bhutan and the Philippines. Some transience is associated with the local Defence Force base. The school has responded to changing student needs through the employment of a Koorie Engagement Officer, Defence Transition Aide, English as an Additional Language Aide, Student Engagement Officer, Primary Welfare Officer and Chaplain.</p> <p>The staffing profile consists of 45.1 full time equivalent teaching staff and 9.0 full time equivalent support staff. The leadership team comprises three Principal Class members and three Leading Teachers. The school provides specialist lessons in Visual Arts, Music, Physical Education and Japanese.</p> <p>The school curriculum is based on the Victorian Curriculum. The instructional approach is termed Visible Learning and students from Foundation to Year 6 are engaged in the core learning areas of English and Maths while exploring the other subject domains through an inquiry based learning model. Wodonga Primary School is a member of the Federation of Wodonga Government Schools which aims to ensure quality educational pathways for all students in the partnership.</p>	<p>Building Leadership teams</p> <ul style="list-style-type: none"> • embedding a Professional Learning Community (PLC) model to build and support team leadership and teacher development • developing a shared understanding of the school’s Visible Learning model and the research behind the model • monitoring multiple sources of whole-school data to measure the impact of school programs and to identify areas for improvement. • Building professional development approaches that respond to building deep content knowledge of teachers in Reading and Maths <p>Curriculum Planning and Assessment</p> <ul style="list-style-type: none"> • developing consistent formative assessment strategies, with a focus on Reading, to enable teachers to identify and adjust teaching and learning to extend every students’ knowledge and skills • designing and implementing specific developmental learning sequences and assessment tasks in Mathematics to enable students to demonstrate early engagement with Math concepts leading to independent application • Monitoring student assessment data and eliciting student feedback to measure the impact of teaching. <p>Intellectual Engagement and Self Awareness</p> <ul style="list-style-type: none"> • Refines the Learning Pathways to enable teachers and students to more effectively monitor progress and identify the next level of learning. • Strengthening of formative assessment strategies and the consistent and explicit use of learning intentions and success criteria. • Implementation of high-impact strategies such deep questioning, collaborative learning and goal setting and the explicit teaching of how to apply a range of thinking tools to solve problems or make decisions.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve student outcomes in Reading and Maths	Excellence in Teaching & Learning: Curriculum Planning and Assessment	<ul style="list-style-type: none"> • Build teacher capability to utilize a range of formative observations and assessments to teach to a student’s point of learning in Reading • Build teacher understanding of Mathematical concepts leading to deep content knowledge. 	<ul style="list-style-type: none"> • Year Three and Five NAPLAN data to be at or above schools with similar characteristics for Reading and Maths. • Relative growth in NAPLAN data (Reading and Maths) for students in Year 3 and 5 to be at or above like schools
		<ul style="list-style-type: none"> • Design and implement a developmental sequence of learning in Mathematics to challenge all students from early engagement to independent application of key concepts. 	<ul style="list-style-type: none"> • Teacher Victorian Curriculum judgements to indicate a growth of 10% (currently 77.7%) in students achieving a C or above in Reading and Maths
To increase student intellectual engagement to maximise student learning outcomes.	Positive Climate for Learning: Intellectual Engagement and Self-Awareness.	<ul style="list-style-type: none"> • To increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking. 	<ul style="list-style-type: none"> • Relative growth in NAPLAN data to be at or above schools with similar characteristics • Department Attitudes to School survey at or above state in Social Engagement Domain (no baseline data in 2017)
		<ul style="list-style-type: none"> • Implementation of school wide metacognitive strategies/thinking tools that promote a surface to deep culture. 	<ul style="list-style-type: none"> • Teacher Victorian Curriculum judgements to indicate growth of 7.6% (currently 77.4%) in students achieving a C or above in all curriculum areas.
Build a leadership structure which enhances leaders capacity to lead and implement change	Professional Leadership: Building Leadership teams	<ul style="list-style-type: none"> • To support the school’s capacity in Instructional & Shared Leadership through the Professional Learning Communities model • Build transformational leadership processes by year level leaders using the Professional Learning Community model to promote open dialogue and trust. 	<ul style="list-style-type: none"> • An improvement in the staff survey components of Collective efficacy and Leadership visibility to achieve at or above state • Staff survey to maintain above state means for all other components.

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Goal 1	To improve student outcomes in Reading and Maths.
Targets	Year Three and Five VCAANAPLAN mean data score to be at or above schools with similar characteristics for Reading and Maths Relative growth in VCAA NAPLAN data for students in years 3 and 5 (Maths and Reading) to be at or above like schools. Teacher Victorian Curriculum judgements to indicate a growth of 10% (2017 current 77.7%) in students achieving a C or above in Reading and Maths
Goal 2	To increase student intellectual engagement to maximise student learning outcomes.
Targets	Relative growth in VCCA NAPLAN data Year 3 and 5 (Reading, Maths, Writing) to be at or above schools with similar characteristics Teacher Victorian Curriculum judgements to indicate growth of 7.6% to reach 85% (Currently 77.4%) in students achieving a C or above in all curriculum areas. Department Attitudes to school survey domain of "Effective teacher practice for cognitive engagement" will demonstrate a 10% growth from 2018 baseline data to the 2021 student opinions of "effective teaching time" and "differentiated teaching challenge" categories.
Goal 3	Build a leadership structure which enhances learning leaders capacity to lead and implement change.
Targets	Results from the staff survey indicate the following: <ul style="list-style-type: none"> • Collective efficacy to be above State mean • Leadership visibility to be above State mean • Staff survey to maintain above state results in School Climate and Leadership modules