

Wandin Yallock Primary School 1033

School Strategic Plan 2009 -2012



A tradition of caring and excellence in education

School Profile

<p>Purpose</p>	<p>To create a secure, challenging and respectful learning community where students are supported and encouraged to become resilient life-long learners and responsible citizens.</p>
<p>Values</p>	<p>Wandin Yallock has a strong foundation of values education. We believe the teaching of values is essential to a rich learning culture. The enhancement of student self-esteem is a key feature. All children are encouraged to be caring, confident, courteous, friendly, reliable, tolerant and compassionate. The school fosters in all children the ability to be responsible for their own actions making informed decisions within a safe and positive environment. We encourage students to respect themselves, their bodies, property and other community members. We promote strong learning partnerships.</p>
<p>Environmental Context</p>	<p>Wandin Yallock Primary School is set in a rural environment with established gardens featuring advanced trees, both exotic and native trees offering abundant shade. Our gardens and farm area reflect the character of this horticultural community. Open grassed areas and a community funded and constructed sports stadium provide options for play and organised sport. Traditionally we are one of the larger schools in this part of the Yarra Valley, consistently attracting families from outside the immediate locality. We are a very proud school community with a long tradition of caring for children and providing an excellent education for all our students. Our school values strong links to the local community. We enjoy a unique partnership with Mont De Lancey Historic Homestead, offering rich hands-on learning experiences, leadership skills and access to the authentic local history of the region's earliest pioneers, forebears of many of our students. We are proud of the original school house harking back to the 1870s. The whole community looks forward to a Rural Replacement project through Building Futures, providing learning spaces that promote successful learning while reflecting local heritage and the Yarra Valley orchards landscape.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning, particularly in Mathematics	<p><u>Victorian Essential Learning Standards</u> School AIM / NAPLAN data demonstrate that on average over 2010 to 2012, the matched cohort from Year 3 to Year 5 attains 1.0 VELS level growth in the means in Number and Reading.</p> <p>NAPLAN data demonstrate that the average proportion of Year 5 students assessed at Level 3 or below is reduced to 20% or less in Number and Reading 2010 - 2012.</p> <p>The average proportion of students assessed at <i>A</i> or <i>B</i> at Year 5 and Year 6 is at or above 25% in Number, and Measurement, Chance and Data 2010 to 2012.</p> <p><u>Opinion</u> Aggregated Year 5 and Year 6 student Attitudes to School survey data demonstrate improved means for: <i>Teacher Effectiveness</i> to 4.4 and <i>Stimulating Learning</i> to 4.0 by 2012. Parent opinion survey data demonstrate an improved mean for <i>Learning Focus</i> to 5.75 by 2012. Staff opinion survey data demonstrate</p>	<p>Take a whole team approach to achieving Level 4 performance on the DEECD Whole School Self Assessment Tool.</p> <p>Extend the use of student individual learning plans to develop Personal Learning Plans [PLPs] in association with identifying individual needs, providing targeted assistance and monitoring performance.</p> <p>Develop clear leadership roles and responsibilities throughout the school.</p> <p>Develop staff leadership capacity across the school, particularly in relation to the use of data to inform teaching and learning.</p> <p>Extend teacher knowledge of VELS progression points beyond expected year level outcomes, and moderate student assessment within and across level teams to enhance breadth and consistency.</p> <p>Apply the Principles of Learning and</p>

		<p>improved means for <i>Curriculum Co-ordination</i> to 80 and <i>Learning Environment</i> to 83 by 2012.</p> <p>Related opinion</p> <p>Staff opinion survey data demonstrate improved means for: <i>Appraisal and Recognition</i> to 82; <i>Professional Growth</i> to 83; <i>Goal Congruence</i> to 90; and <i>Role Clarity</i> to 82 by 2012.</p>	<p>Teaching consistently throughout classrooms at all levels, particularly in regard to assessment and responsible learning partnerships</p> <p>Enhance opportunities for individual appraisal and recognition by peers and leadership that lead to genuine professional growth. [e.g. shadowing]</p> <p>The review process and working toward the Strategic Plan goals will support <i>Goal Congruence</i>.</p>
<p>Student Engagement and Wellbeing</p>	<p>To improve student engagement, particularly at Year 3 to Year 6</p>	<p><u>Attendance</u> Student absence data demonstrate average absent days per FTE student P – 6 is at or below 13 days at each level from 2009 to 2012.</p> <p><u>Opinion</u> Staff opinion survey data demonstrate improvement in the mean for <i>Student Misbehaviour</i> to 20 or below; <i>Student Motivation</i> to 85 or above; and <i>Effective Discipline Policy</i> to 90 or above by 2012.</p> <p>- Year 5 and Year 6 student attitude survey data each demonstrate improved means for <i>Classroom Behaviour</i> to 3.1; <i>Student safety</i> to 4.2; <i>Student motivation</i> to 4.5; and <i>School Connectedness</i> to 4.3 by 2012.</p> <p>Parent opinion survey data demonstrate improved means for <i>Social Skills</i> to 5.7; <i>Student Safety</i> to 5.2; and <i>Classroom Behaviour</i> to 4.2 by 2012.</p>	<p>Continue to draw on DEECD resources such as <i>It's Not ok To Be Away</i> in order to maintain a high profile on the benefits of regular attendance.</p> <p>Ensure that the student code of conduct and associated restorative practices and discipline procedures are living documents, understood by students and parents, and implemented consistently and fairly by all staff at all levels.</p> <p>Introduce <i>Student Voice</i> activities to enhance student engagement and responsibility in school programs.</p> <p>Introduce Personal Learning Plans at Year 3 in 2009, and extend to the upper grades in subsequent years.</p> <p>Enhance student understanding in relation to formal survey data.</p>

<p>Student Pathways and Transitions</p>	<p>To improve student transitions throughout the school</p>	<p>The Parent opinion survey outcome for the <i>Transitions</i> variable is at 5.9 or above by 2012.</p> <p>A personal learning plan is in place for Year 3 by 2009 and for all students Year 3 to 6 by 2012.</p> <p>Student achievement data in the VELS Personal Learning Domain demonstrate that 80% of students achieve at or above the expected Standard by 2012.</p> <p>The school-based transition survey form for new Prep student families is completed by at least 80% of families; 90% of respondents demonstrate level 4 or 5 satisfaction with their child's transition into the school on a 0 – 5 scale by 2012.</p> <p>60% of Year 6 students / families complete the school-based exit survey form within 6 weeks of commencing secondary education; 90% of respondents demonstrate level 4 or 5 satisfaction with their transition to secondary education on a 0 – 5 scale by 2012.</p>	<p>Student Learning recommendations apply in support of improved student transition and pathways.</p> <p>Broaden the use of Personal Learning Plans for students to enhance monitoring of personal development and pathway goals from year to year.</p> <p>Ensure consistency and continuity of transition programs into and from the school, and progression across year levels throughout the school.</p> <p>Seek formal feedback from parents [Prep] and parents/students [Year 6] regarding satisfaction with transition processes, and potential improvements.</p>
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SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p><u>Student Learning</u></p> <p>Take a whole team approach to achieving Level 4 performance on the DEECD Whole School Self Assessment Tool.</p> <p>Extend the use of student individual learning plans to develop Personal Learning Plans [PLPs] in association with identifying individual needs, providing targeted assistance and monitoring performance.</p> <p>Develop clear leadership roles and responsibilities throughout the school.</p> <p>Develop staff leadership capacity across the school, particularly in relation to the use of data to inform teaching and learning.</p> <p>Extend teacher knowledge of VELs progression points beyond expected year level outcomes, and moderate student assessment within and across level teams to enhance breadth and consistency.</p> <p>Apply the Principles of Learning and Teaching consistently throughout classrooms at all levels</p> <p>Enhance opportunities for individual appraisal and recognition by peers and leadership that lead to genuine professional growth. [e.g. shadowing]</p>	Year 1	<ul style="list-style-type: none"> ▪ Introduce PLPs in grade 3 ▪ Develop roles of level teams and team leaders & support with budget restructure ▪ Inventory of numeracy resources ▪ Explore assessment strategies & tools, particularly in numeracy 	<ul style="list-style-type: none"> ▪ All grade 3 students to have PLPs ▪ Team leader job description ▪ Budgets linked to level planning & informed by VELs ▪ PAT results included on mapping tool ▪ French as LOTE prep to 6
	Year 2	<ul style="list-style-type: none"> ▪ Finetune PLPs into grade 4 & introduce in grade 3 ▪ Link performance plans & professional learning to level teams ▪ Update numeracy resources ▪ Create numeracy assessment schedule for all levels 	<ul style="list-style-type: none"> ▪ All grade 3& 4 students to have PLPs ▪ Develop team expertise in using data as the basis for planning ▪ Scope & sequence for French outcomes
	Year 3	<ul style="list-style-type: none"> ▪ Maintain PLPs into grade 4 & 5 & introduce in grade 3 ▪ Continue to expand distributed leadership model ▪ Pursue professional learning in numeracy with the intent of catering for all students 	<ul style="list-style-type: none"> ▪ All grade 3, 4 & 5 students to have PLPs incorporating all VELs strands ▪ Team response to performance plans and professional feedback
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate PLPs and expand into grades 3 to 6 ▪ Promote participation in leadership programs and link to succession planning ▪ Utilise learning walks to target improvements in numeracy teaching 	<ul style="list-style-type: none"> ▪ All grade 3,4 ,5 & 6 students to have PLPs incorporating all VELs strands which form the basis of parent-teacher interviews ▪ Learning walks as a regular component of teaching improvement
<p><u>Student Engagement and Wellbeing</u></p> <p>Continue to draw on DEECD resources such as It's Not ok To Be Away in order to maintain a high profile on the benefits of regular attendance.</p> <p>Ensure that the student code of conduct and associated restorative practices and discipline procedures are living documents, understood by students and parents, and implemented consistently and fairly by all staff at all levels.</p> <p>Introduce Student Voice activities to enhance student engagement and responsibility in school programs.</p> <p>Introduce Personal Learning Plans at Year 3 in 2009, and extend to the upper grades in subsequent years.</p> <p>Enhance student understanding in relation to formal survey data.</p>	Year 1	<ul style="list-style-type: none"> ▪ Change from daily assembly to twice weekly to promote punctuality & collect data ▪ Review all policies relevant to student wellbeing and engagement ▪ Initiate grade 6 student negotiated leadership roles & strengthen student representative roles ▪ Continue KKPP & introduce Parenting Toolbox ▪ On the Right Track student behavioural contract inc computer safety endorsed by parents 	<ul style="list-style-type: none"> ▪ Educate school community through awards celebrating punctuality & attendance ▪ Reviews utilised by the leadership team as dynamic & current signposts ▪ Survey students about On the Right Track ▪ All parents supporting On the Right Track contracts
	Year 2	<ul style="list-style-type: none"> ▪ Monitor punctuality & attendance using mapping tool ▪ On the Right Track student behavioural contract ▪ Develop student charter for Junior School Council & junior Facilities Committee ▪ Revisit On the Right Track student behavioural contracts 	<ul style="list-style-type: none"> ▪ Attendance improvements as measured by decrease in unapproved absences ▪ Survey school community, students, staff, teachers about On the Right Track
	Year 3	<ul style="list-style-type: none"> ▪ Include punctuality & attendance in ILPs ▪ Design interventions for at-risk students with attendance below 80% ▪ Implement student charter for Junior School Council & Junior Facilities Committee 	<ul style="list-style-type: none"> ▪ Community culture that appreciates impact of attendance on learning ▪ Quality assemblies showcasing student achievement ▪ Student leadership roles and awards highly regarded by school community

	Year 4	<ul style="list-style-type: none"> ▪ Evaluate impact of punctuality & attendance strategies ▪ Seek community feedback on effectiveness of behavioural contracts ▪ Evaluate student charter for Junior School Council & Junior Facilities Committee & other leadership roles 	<ul style="list-style-type: none"> ▪ Punctuality linked to values ▪ Behavioural contracts that are relevant and meaningful ▪ Intentional use of student data to inform teacher planning
<p><u>Student Pathways and Transitions</u></p> <p>Student Learning recommendations apply in support of improved student transition and pathways.</p> <p>Broaden the use of Personal Learning Plans for students to enhance monitoring of personal development and pathway goals from year to year.</p> <p>Ensure consistency and continuity of transition programs into and from the school, and progression across year levels throughout the school.</p> <p>Seek formal feedback from parents [Prep] and parents/students [Year 6] regarding satisfaction with transition processes, and potential improvements.</p>	Year 1	<ul style="list-style-type: none"> ▪ Initiate <i>On The Right Track</i>, week 1 & 2 integrated unit across all grade levels ▪ Half day spent with next year's teacher ▪ Collect data about transition to primary and secondary school programs ▪ Collate basic data for every student in mapping tool 	<ul style="list-style-type: none"> ▪ Value parent & student input by surveying transition into primary & secondary school programs ▪ Improved processes for gathering information from parents and teachers about grade placement
	Year 2	<ul style="list-style-type: none"> ▪ Invite student & parent input into development of <i>On The Right Track</i> ▪ Whole day spent with new class ▪ Buddies for new students and new families ▪ Develop transition protocols between all grade levels and for all new families ▪ Collate basic mapping data for all students and include learning interventions 	<ul style="list-style-type: none"> ▪ Improved transition for all students at the start of the year and new students during the year ▪ Improved connectedness to school demonstrated in playground behaviour
	Year 3	<ul style="list-style-type: none"> ▪ Finetune <i>On The Right Track</i> integrated unit ▪ Survey parents on transitions between levels ▪ Continue to build on student mapping data 	<ul style="list-style-type: none"> ▪ Annual On the Right Track unit building strong links into wider community ▪ School culture where parents have a strong voice ▪ Established learning partnerships between students, teachers and parents
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate effectiveness of <i>On The Right Track</i> ▪ Use mapping data to monitor progress between grades ▪ Review Information booklet 	<ul style="list-style-type: none"> ▪ Student mapping tool embedded as regular practice in teacher planning ▪ Transparent information flow through reporting, newsletter, committees and website