Wyndham Park Primary School Strategic Plan 2016-2019

School vision	School values	Context and challenges	Intent, rationale and focus
Wyndham Park Primary School's purpose	**Wyndham Park PS has committed to our School Wide**	Wyndham Park Primary School is located in the Suburb of Werribee in Melbourne In 2011 Glen Orden PS and Glen Devon PS were merged to form Wyndham Park	The challenges will be addressed in a variety of ways that will enable the school to create a supportive learning community which nurtures the social and emotional

is to empower all members of our School Community to grow academically, socially and emotionally through living the school's motto - Aspire Learn Achieve

We aim to develop a consistent instructional model, and functioning PLT's within our PLC to enable staff to develop high levels of curriculum knowledge and build positive relationships with key stakeholders.

We aim to build teacher capacity to develop and deliver a high level guaranteed and viable curriculum

We aim to encourage and support students in
- Goal setting
- High expectations of academic performance
- Increasing the relative growth results in annual NAPLAN scores
- Collaborating on and Celebrating learning

We aim to nurture positive relationships within the community through
- Fostering a more visible presence of parents & community involved in the classrooms.
- Families being given opportunities for learning to assist their children's academic learning
- Offering supports such as translators to help families feel more comfortable when discussing their child's learning
- Continuing to develop and implement multiple sources of communication

We aim to support the social and emotional wellbeing of all members of the school community through
- Enhanced transitions
- Use of common language (BSEM)
- Partnering with and Working with external agencies to support our entire school community

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Positive behaviours values of :

RESPECT, SAFETY and RESPONSIBILITY. These values are at the core of the positive culture at our school. We have high expectations that our students and community will grow to their full potential and become active citizens and lifelong learners prepared for success in an ever changing world.

School Wide Positive Behaviours
SWPBS creates a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes analysis of data in professional learning teams, implementation of evidence based practices and organisational systems for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.

Respect
Our respectful community is characterised by a genuine sense of success, care and inclusion. We respect the rights of everyone in our community and celebrate diversity and recognise the part we play collectively as members of a community.

Safety
Our Safe community is characterised by a commitment to creating a safe, supportive, success-oriented and stimulating learning environment.

Responsibility
Our Responsible community is committed to reaching our full potential by being active citizens and lifelong learners. Teachers guide learners to become responsible for their own learning in school and in life. By addressing student learning needs and from a place of trust and positive relationships, students are better able to make good choices during learning as well as outside the classroom.

PS. Our student family Occupation index in 2016 is .8015. Which is well above the state average of .5166, placing our school in the highest School Level Band for SFO. We have a large and increasing number of students enrolled with English as an additional language (EAL). Our school population is diverse with Karen and Arabic backgrounds being the highest represented.

The school has experienced a steady enrolment over the past 3 years. In 2016 at census the school enrolment was 380. It is expected that by 2020 our enrolments will exceed 600 students. On average we find enrolments and exits consistently occurring throughout the year as parents change schools, move to other suburbs or are settled locally via immigration/refugee settlement.

In 2016 we have 18 classes across 4 learning areas. Each learning area is referred to as a Learning Community and comprises Multi-age year levels: Foundation, Grade 1/2, Grade 3/4 and Grade 5/6. We have 40.1 equivalent full time staff with 2 Principal Class, 2 Leading Teachers, 22.8 teaching staff and 13.3 Education Support Staff. Our school also has a Specialist program, comprising The Arts, Physical Education and Spanish Language.

The school has an extensive and strong Wellbeing focus. The wellbeing team is headed up by the Assistant Principal and includes a School Counsellor, Speech Pathologist, Support & Housing Worker, ISIS primary care worker, First Aid officer, and a Behavior and Social Intervention staff member. Programs delivered by this team include a School Wide Positive Behaviours program which is in its 6th year of implementation and is fundamental to the positive behaviour culture of the school. This program is then supported by a Response to Intervention Program incorporating a range of Research based intervention strategies, which is delivered by 4 experienced teachers and 9 Education Support Staff.

Wyndham Park Primary School is a leading school in an Extended Schools Hub Partnership. Our Wyndham Park Primary School Community Hub (WSCH) has created strong links between our school and the community, and built sustainable long-term partnerships with community services, agencies, local government and the businesses of Wyndham.

The school has also implemented a wide range of information technology in each learning community and specialist area, developing professional knowledge and providing resources to best support teaching and learning. This includes our 1:1 netbook program in grade 5/6, A school wide robotics program, a staff SharePoint Intranet and google document space, and our XUNO student management tool and parent portal.

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development of all students.

It is strongly believed that by Improving the school's capacity to address school engagement of all students they will achieve their personal and social potential which will lead to and maximise student learning.

We are creating a professional learning community culture through establishing a School Improvement Team that is focused on improving school climate to support professional learning teams and develop the capacity of our leaders to assist in achieving the goals and targets in the new Strategic Plan.

We are improving the learning growth of every student in Literacy and Numeracy by Developing the capacity of staff to implement the school improvement strategies in the new Annual implementation Plan and assist in achieving the goals and targets in the new Strategic Plan.

We are developing curriculum planning, assessment and instructional practices that will maximise the learning for all students.

The Leading teachers are working as instructional coaches in the learning communities, leading planning, assessment, PLT action research and individual coaching for all teachers. Our schools strategic goals are to improve Literacy and Numeracy P-6 and to personalize learning through the use of data to inform teaching practice, the G.A.N.A.G instructional model and the Jeni Wilson Inquiry Model. Together these pedagogical strategies will have a significant impact on curriculum delivery aimed at improving student learning outcomes.

We are continuing our ongoing commitment to the WSCH which has resulted in the establishment of a powerful "Community of Practice" with Manor Lakes P-12 College and Our Lady of the Southern Cross Catholic School. This partnership has helped all schools involved to further develop their capacity to engage with the wider community and provide student centred civics programs for both parents and students.

Future work focuses include the implementation of the Berry Street Trauma Informed Education Model, and a focus on developing our capacity to cater for our ever increasing English as an Additional Language community and further building students' intercultural understandings. Other professional learning focus areas include building professional practice in teaching through student centred coaching and building on and improving our collaborative professional learning community.

Refining of the whole school approach to English and Mathematics teaching and the non-negotiables and building teacher knowledge and capacity through the coaching program and PLTs.

Focusing on a range of approaches to support students with LBOTE, exploring oral language and the teaching of vocabulary, and building teacher capacity and all aspects of EAL teaching

Developing continuums and proficiency scales to increase teacher curriculum knowledge and assessment practices and support student goal setting and reflection

Continuing the partnership with the Smith Families and other outside agencies and extending the operations of the community hub to outside school hours

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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)
1. To create a Professional Learning Community Culture	**Professional Leadership** 1. **Building Leadership teams** 2. **Vision, Values and Culture**	Building Leadership Teams – Build effective teams and leadership capacity. Establishing a PLT learning cycle. Create a whole school culture of feedback, accountability and collective responsibility. Build a sustainable school culture in which trust, vision and ownership are prevalent.	**Staff Opinion Data – Increased Scores** 1. Increase the percentage of positive responses in the Collective Efficacy measure from 34% (2016) to 48% or greater 2. Increase the percentage of positive responses in the area of Staff Trust in Colleagues from 39% (2016) to 50% or Greater **Staff Opinion Survey - Decreased Scores** Decrease the percentage of Not Positive responses in the **Collective Efficacy** measure from 16% (2016) to 5% (2019) Decrease the percentage of Not Positive responses in the measure **Teacher Collaboration** from 19% (2016) to 5% in (2019) Decrease the percentage of Not Positive responses in the measure Staff Trust in Colleagues from 11% (2016) to 5% in (2019) Increase the percentage of Positive responses in the measure **Shielding & Buffering** from 27% (2016) to 40% in (2019)
2. To Improve the learning growth of every student in Literacy & Numeracy	**Excellence in teaching and learning** 1. **Building practice excellence** 2. **Curriculum Planning and Assessment**	Build teacher capacity to differentiate teaching to ensure challenge and progress for every student. Build teacher capacity to utilise data and a range of assessment strategies to teach to student's point of learning. Embed the instructional model so that it is consistently implemented by all staff Develop a guaranteed and viable curriculum that responds to our student's needs.	**NAPLAN Data - Increased Scores** To increase the percentage of students achieving in the top two bands in NAPLAN in Reading, Writing and Number % of students in the top 2 bands of NAPLAN: | Year 3	2016	2019
Reading	20%	29%
Writing	21%	43%
Numeracy	13%	23%	

Framework for Improving Student Outcomes

VICTORIA State Government

Build teachers understanding that all teachers are teachers of Literacy & Numeracy

% of students in the top 2 bands of NAPLAN		
Year 5	2016	2019
Reading	10%	19%
Writing	2%	15%
Numeracy	4%	16%

To Increase the percentage of students in the high relative growth of NAPLAN in Reading, Writing and Numeracy

% of students Achieving HIGH relative growth in NAPLAN		
Year 3 – Year 5	2016	2019
Reading	20%	25%
Writing	19%	24%
Numeracy	17%	24%

NAPLAN data – Decreased Scores

To decrease the percentage of students achieving in the bottom two bands in NAPLAN in Reading, Writing and Number

% of students in the bottom 2 bands of NAPLAN		
Year 3	2016	2019
Reading	36%	21%
Writing	24%	10%
Numeracy	51%	27%

% of students in the bottom 2 bands of NAPLAN		
Year 5	2016	2019
Reading	54%	32%
Writing	46%	20%
Numeracy	51%	30%

Victorian Curriculum Teacher Judgements

To increase the percentage of students F-6 achieving C or Above in English, Mathematics, and Science (yrs 3-6)

% of students Achieving C or above in Vic Curriculum F-10		
English	2015	2019
Reading & Viewing	80%	92%
Speaking & Listening	80%	95%
Writing	67%	98%

% of students Achieving C or above in Vic Curriculum F-10		
Mathematics	2015	2019
Measurement & Geometry	71%	93%
Number & Algebra	73%	91%
Statistics & Probability	69%	91%

% of students Achieving C or above in Vic Curriculum F-10		
Science (yrs 3-6)	2015	2019
Science as a human endeavour	67%	96%

Science inquiry skills	67%	95%
Science understanding	73%	95%

To Increase the percentage of students F-10 achieving A&B in English, Mathematics and Science (yrs 3-6)

% of students Achieving A&B in Vic Curriculum F-10		
English	2015	2019
Reading & Viewing	24%	43%
Speaking & Listening	7%	22%
Writing	7%	27%

% of students Achieving A&B in Vic Curriculum F-10		
Mathematics	2015	2019
Measurement & Geometry	4%	25%
Number & Algebra	8%	33%
Statistics & Probability	2%	24%

% of students Achieving A&B in Vic Curriculum F-10		
Science (yrs 3-6)	2015	2019
Science as a human endeavour	1%	13%
Science inquiry skills	2%	15%
Science understanding	1%	15%

Student Attitudes to School Data – Increased Scores
1. Increase the measure of Stimulating Learning from 4.39 (2016) to 4.6 (2019) or better
2. Increase the measure of Teacher Effectiveness from 4.53 (2016) to 4.75 (2019) or better

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Goal	Dimension	Actions	Success Criteria
3. To create a supportive learning community which nurtures the social and emotional development of all students.	**Positive Climate for Learning** 1. **Setting expectations and promoting inclusion** 2. **Empowering students and building school pride**	Build the capacity of our students to be resilient, socially responsible and respectful in their relationships Build the capacity of our students to identify, understand and control their emotions Work across communities to support health, wellbeing, inclusion & engagement of all students	**Student Attitudes to School Data – Increased Scores** 1. Increase the measure of Connectedness to Peers from 4.09 (2016) to 4.29 (2019) or better 2. Increase the measure of Classroom Behaviour from 3.31 (2016) to 3.67 (2019) or better 3. Increase the measure of Student Distress from 5.58 (2016) to 5.85 (2019) or better **Student Attendance Data – Decreased Scores** 1. Decrease the Absence days for FTE from 17.0 (2016) to 12.0 (2019) or Better
4. To Increase community involvement in achieving the schools vision	**Community engagement in learning** 1. **Parents and carers as partners** 2. **Networks with Schools, Services and Agencies**	Strengthen our capacity to build relationships with the broader community by partnering Develop networks in schools, Services and Agencies	**Parent Opinion Survey – Increased Scores** 1. Increase the measure of General Satisfaction from 30.6 (2016) to 47 (2019) or better **Staff Opinion Survey – Improve the Percentage Endorsement**

		Develop and implement strategies to involve parents and carers in partners in learning	1. Increase the measure of Parent & Community Involvement from 62.86 (2016) to 67.15 (2019) or better

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