

Woodlands Primary School - 531901 Strategic Plan 2018-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Jim Wilson 13 th December 2017[name].....[date][name].....[date]
School council: Ewan Humphrey 13 th December 2017[name].....[date][name].....[date]
Delegate of the Secretary: [name][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our School Vision of 'BE YOUR BEST' was identified and has become an important guide in every aspect of school life at Woodlands. Over the period from our last review this vision has developed into a belief, attitude, philosophy and way of thinking which encompasses everything that we do and at every level.</p>	<p>Our school provides a welcoming, friendly and caring learning environment where individuals are encouraged to live by the values reflected in our school house names; Loyalty, Friendship, Endeavour and Perseverance.</p> <p>We are committed to working with the broader school community to provide a supportive and innovative learning environment where students' individual needs, skills and talents are catered for.</p> <p>Our aim is for our students to leave Woodlands as responsible, confident and caring students who have high self-esteem, self-discipline and respect for others and to be well-informed members of their community.</p>	<p><i>Context</i></p> <p>The school enrolment continues to increase with numbers reaching the 888 student mark in 2017. In 2018 the school will reach its desired enrolment of approximately 900 students and therefore is no longer in 'growth mode'. A zone has been established to assist with the increase in enrolment demand from students residing outside of the local area. Based on the school's Student Family Occupation and Education index Woodlands' Overall Socio-Economic Profile sits in the Low-Medium range.</p> <p>Woodlands boasts functional, well maintained, attractive and well-equipped buildings that blend into the bush land setting. Many of the 38 classrooms can operate as open double rooms to enable staff to team-teach. All classrooms have interactive white boards or televisions, iPads, laptops and desktop computers for individual or small group use. Specialist facilities include a large Resource Centre that incorporates a computer lab, library and teacher resources; a Performing Arts Hall incorporating music, media, LOTE and art rooms; a Stadium with a basketball court, change rooms, kitchen and science room; two synthetic sports fields and two outdoor basketball courts; an intervention centre, staff and administrative facilities.</p> <p><i>Challenges</i></p> <p>Woodlands has long been a high achieving primary school consistently producing pleasing student achievement data. The challenge for the school moving forward is to improve on these results whilst maintaining an innovative and engaging program for all students. Ensuring consistency of practice amongst such a large team of teachers remains a challenge. Continuing to grow our teachers' Professional Learning Program remains a priority.</p>	<p><i>Intent</i></p> <p>To enhance Woodlands' reputation as a high performing primary school in all areas and strengthen the relationship between the parent community and the school.</p> <p><i>Rationale</i></p> <p>Woodlands Primary School views the relationship between home, school and the broader community as an integral part of its success. Research suggests that when parents positively engage with the school and in their children's education, the result is an increase in student achievement and an improvement of students' attitudes. Positive partnerships between schools, family and the community also provide a strong network of connections that can help protect young people against a range of harms including those associated with drugs, emotional distress and problem behaviours.</p> <p>Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital.</p> <p><i>Focus</i></p> <p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> - Building practice excellence - Evidence based high impact strategies <p>Positive climate for learning</p> <ul style="list-style-type: none"> - Empowering students and building school pride - Setting expectations and promoting inclusion - Health and wellbeing <p>Building Communities</p> <ul style="list-style-type: none"> - Parents and carers as partners

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 increase student achievement in the areas of English and Mathematics through improved teaching and learning, with a particular focus on high achieving students.	<p>Excellence in teaching and learning Building practice excellence Evidence based high impact strategies</p>	<ul style="list-style-type: none"> Establish a Professional Learning steering committee to evaluate and monitor the Professional Learning Program and make changes where required. Provide all staff with regular professional development in the areas of English, Mathematics and challenging learning. Continue to provide opportunities for the moderation of student work to support consistent teacher judgment of student assessment and alignment with NAPLAN results. Put a greater emphasis on unpacking student data to help identify trends and evaluate the impact of programs on student outcomes. Develop and provide all staff with school wide continuum documents in the areas of English and Mathematics and provide PD on how to use these for effective differentiation. 	<p>Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain to exceed that of similar schools.</p> <p>The proportion of students in the top two bands (NAPLAN Yr 3 & Yr 5) as detailed in the table below.</p> <table border="1" data-bbox="2089 436 2801 674"> <thead> <tr> <th>NAPLAN</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Proportion of Year 3 students in top two bands</td> <td>55%</td> <td>70%</td> <td>40%</td> </tr> <tr> <td>Proportion of Year 5 students in top two bands</td> <td>40%</td> <td>30%</td> <td>55%</td> </tr> </tbody> </table> <p>The performance and development program will be rated at the level of embedding (FISO) in:</p> <ul style="list-style-type: none"> Seeking feedback Focus on student learning Collaboration between teachers Extending opportunities for professional learning 	NAPLAN	Reading	Writing	Numeracy	Proportion of Year 3 students in top two bands	55%	70%	40%	Proportion of Year 5 students in top two bands	40%	30%	55%				
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To develop students who are self-motivated, engaged and confident learners and able to live up to the school vision, 'Be Your Best', with a particular focus on building student resilience.	<p>Positive climate for learning Empowering students and building school pride Setting expectations and promoting inclusion Health and wellbeing</p>	<ul style="list-style-type: none"> Continue to develop the Langwarrin Positive Education network (THRIVE) through collaboration with local schools and agencies. Support staff, students and parents with explicit teaching of wellbeing focusses throughout the year. Engage in expert professional development in improving student resilience. With specific workshops for students, staff and parents. Develop strategies for students to take ownership of their own learning by providing them with opportunities to identify and set targets for their learning. 	<p>The Attitude to School Survey to indicate significant improvement as detailed in the table below.</p> <table border="1" data-bbox="2080 1058 2599 1402"> <thead> <tr> <th colspan="2">ATOSS Target (Percentile)</th> </tr> </thead> <tbody> <tr> <td>Classroom Behavior</td> <td>70</td> </tr> <tr> <td>Student Safety (average)</td> <td>65</td> </tr> <tr> <td>School Connectedness</td> <td>70</td> </tr> <tr> <td>Stimulated Learning</td> <td>60</td> </tr> <tr> <td>Differentiated Learning</td> <td>65</td> </tr> <tr> <td>Teacher Concern</td> <td>65</td> </tr> <tr> <td>Resilience</td> <td>65</td> </tr> </tbody> </table> <p>The school's efforts in creating a positive climate for learning (FISO Ver. 5) will be rated at the level of excelling in the following dimensions</p> <ul style="list-style-type: none"> A culture of high expectations Student safety and wellbeing Supporting students and managing behaviour 	ATOSS Target (Percentile)		Classroom Behavior	70	Student Safety (average)	65	School Connectedness	70	Stimulated Learning	60	Differentiated Learning	65	Teacher Concern	65	Resilience	65
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To strengthen parent and carer engagement and involvement through improved communication.	<p>Building Communities Parents and carers as partners</p>	<ul style="list-style-type: none"> Investigate software packages that will meet the needs of the school community and streamline communication channels with families. Increase the amount of community days and open afternoons for families to engage with their child's learning. 	<p>The annual Parent Opinion Survey to reflect improvement in Parent and Carer engagement and involvement.</p> <table border="1" data-bbox="2169 1772 2783 1913"> <tbody> <tr> <td>Woodlands Primary School Overall Results Framework</td> <td>% Positive</td> </tr> </tbody> </table>	Woodlands Primary School Overall Results Framework	% Positive														
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		<ul style="list-style-type: none"> • Offer parent information and support sessions that focus on strengthening the link between home and school by enhancing parent knowledge in the areas of Mathematics and English. • Develop the school website to include more year level specific information. 	<table border="1"> <tr> <td>General Satisfaction</td> <td>90</td> </tr> <tr> <td>Parent participation and involvement</td> <td>80</td> </tr> <tr> <td>School support</td> <td>85</td> </tr> <tr> <td>Teacher communication</td> <td>75</td> </tr> </table>	General Satisfaction	90	Parent participation and involvement	80	School support	85	Teacher communication	75
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