School Strategic Plan
Woodlands Primary School
5319
2015 - 2018

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School Profile

Purpose	Woodlands offers a stimulating learning environment that aims to nurture responsible, confident and caring students who have high self-esteem, self discipline and respect for others and their property. Our students become resilient, compassionate, adaptable and well-informed members of their community.
Values	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.
	We are committed to working in partnership with the school community to provide a supportive and positive learning environment in which students' individual skills and talents are identified and encouraged.
Environmental Context	Woodlands is located in a beautiful treed enclave on the fringe of Langwarrin, 40 kilometres to the south of the Melbourne CBD. The school has been open for eighteen years. There are new housing estates within the area and further local residential developments are planned. The school enrolment has increased during the review period and has ranged between 695 and 795 students with further enrolment growth anticipated. In recent years a zone has been established to assist with the increase in enrolment demand from students residing outside of the local area. The school's Student Family Occupation index (SFO) is 0.44. The percentage of families who received the Education Maintenance Allowance (EMA) in 2014 was 23%. This is a decrease of 6% since 2009. Seven students benefit from PSD funding and there are four Koori students currently enrolled at Woodlands. The staff profile has changed significantly since the last review. Over the review cycle, twelve teaching staff (20%) have taken family leave as well as two retirements. Many graduates have moved into what used to be known as the accomplished range and in 2014 six new graduates joined the staff. A distributive leadership model is evolving across the school. Four leading teachers support the Principal and Assistant Principal in the areas of welfare, curriculum, communications technology and professional development and together with a union representative they form the Principal's Advisory Group (PAG). Experienced teachers lead year level teams and form the Team Leaders' Group. On alternate weeks each group meets to discuss school-wide issues. Representative from each year level team meet as part of Curriculum, Welfare or ICT teams to select and implement new initiatives. Non-teaching staff include the business manager, four office clerical staff, a library technician and six integration aides. There are 34 classes supported by co-curricular programs in Physical Education, Visual Art, Library, ICT, Performing Arts, Science and Media Studies. The latter two subject areas were added to the timetable in 2013 and resourced with the appropriate teaching spaces and facilities. In addition to formal lessons in these areas, students benefit from timetabled access to a wide range of programs including Woodlands FM and Woodlands TV, swimming, choir, recorder group, camps, interschool sports, excursions, incursions and cultural performances. The local community also enjoys the school's facilities with clubs and sporting groups holding training sessions before and after school.

| | Woodlands actively encourage a partnership with parents. Parent involvement in the school is welcomed and includes an active Parent and Friends Group and many opportunities for parent involvement in the classroom programs, The school is an active member of the Northern Peninsula Network and has close relationships with other Langwarrin schools. The local secondary school is Elisabeth Murdoch College and the school works closely with the college to support the transition of students into this and other secondary schools.

Woodlands boasts functional, well maintained, attractive and well-equipped buildings that blend into the bushland setting. Many of the 34 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 use individually or in small groups. Specialist facilities include a large Resource Centre that incorporates a computer lab, library and teacher resources; a Performing Arts Hall incorporating music, media and art rooms; a Stadium with a basketball court, change rooms, kitchen and science rooms; two synthetic sports fields and two outdoor basketball courts; an intervention centre, staff and administrative facilities.

Spacious grounds provide the capacity for further enrolment growth at Woodlands. In summary, this school presents as a most attractive, much loved and high achieving suburban primary school. |
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| **Service Standards** | • The school fosters close links with parents and the broader school community through its commitment to open and regular communications.

   Woodlands uses a range of traditional and digital media to contact parents and members of its community individually, by cohort and as a whole in a timely manner. Information relating to individual children is communicated at twice-yearly interviews, by phone and through e-mail or written notes. Information relating to year levels or specific areas of the school is communicated to relevant parents via SMS and through the Tiqbiz app. Whole school notifications are also sent via these means in addition to the newsletter, Twitter and school website.

• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's Strategic Plan.

   In line with the new Strategic Plan, Woodlands is undertaking a review of its vision, mission and values in Term 1 of 2015.

• The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.

   Woodlands leadership, teaching and administrative staff have high expectations of themselves and the students in their care. These expectations are particularly evident in the behaviour of our students as they go about their day. Each school day guarantees an English and a Mathematics focus. However, there are plenty of opportunities for students to experience diverse subjects such as Science, Media, The Arts, ICT and to participate in physical activity through formal skill lessons, year level sport and interschool sport. |

	Teachers genuinely care for students at the school and go to great lengths to ensure they make academic and social progress in a happy environment. They meet and plan curriculum in year levels teams that is informed by AusVELS and formative assessment tasks. Graduate teachers are assigned a mentor who is generally in the classroom next door. Graduates meet as a group at least once a term to discuss how they are progressing and any areas in which professional development or the school might better support their professional growth. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. Visitors to Woodlands comment on the manners of our students. They describe them as polite, well spoken and proud of their school and its community. The school's ethos of high expectations for all students, regardless of their ability, is a consistent message that is delivered to students and the parents from the time they enrol at the school until graduation. It is modelled, reinforced and valued in all of the school's policies and practices. Adaptive programs enhance the additional support provided to PSD students. Regular communication with parents helps the school to cater for specific needs and modify programs so that these students have opportunities to succeed regardless of their impairment. • All students will receive instruction that is adapted to their individual needs. Woodlands teachers are aware that the best learning occurs when students are motivated to learn and tasks fall within their zone of proximal development. They cater for these factors by structuring classroom lessons around whole class, small group and individual instruction. Varied and diverse interests and abilities are met through a range of programs, integrated topics and personalised instruction opportunities.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	To ensure that all students achieve optimum learning growth in English and Mathematics with an increased focus on explicit teaching in Reading Comprehension and Mathematics skills across the school.	Increase by at least 10% against the AusVELS the number of students who are achieving beyond twelve months expected growth across the school in English and Mathematics from Years Prep to 6. Increase the number of girls who are achieving beyond expected levels in English and Mathematics from Years Prep to 6 when measured against the AusVELS.	Establish a Woodlands "School Readiness Checklist" to be completed before Prep lessons begin. Implement a more explicit and coherent Reading Comprehension program across the school. Develop more challenging individual learning plans for the more talented students at the school on a cross curricula basis. Review the school Essential Learnings program to ensure more definitive AusVELS teaching program across the school. Review the school reporting program and practices to ensure improved teacher moderation practice Investigate the appointment of designated leadership positions for coordination of English and Mathematics.

Engagement	To ensure that all aspects of the school curriculum and teaching and learning are challenging and stimulating.	Parent opinion of the school and Teaching and Learning programs and General Satisfaction be above state means and improve annually.	Development and implementation of school readiness checklists for new Prep students.
Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.	To further enhance student transitions from kindergarten to prep, throughout the primary years and into secondary education.	Parent opinion of the school Transitions program to be above state means and improve annually.	Full development of an explicit AusVELS teaching and curriculum program for years Prep to 6.
Engagement spans students' motivation to learn, as well as their active involvement in learning.		All areas of the Teaching and Learning and Student Engagement domains in the student Attitudes to School Survey to be above state means and improve annually.	Investigation of a Future's Project with final documentation of a new school Mission Statement.
Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.			Review of the Woodlands Instructional Model and development of a new policy that is integrated into the new staff Performance and Development planning processes.
			Ensure that ICT provision at the school is fully incorporated into all Teaching and Learning programs.
			Review the school Homework program and policy.

Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.	To provide the best possible safe, caring and stimulating learning environment and student wellbeing programs. To develop and implement a whole school student attendance program that minimises student absences and leads to increased student well being.	Increasing the student Attitudes to School Survey means for all cohorts to be beyond state mean annually. Ensuring parent opinion of the school Wellbeing domains remains beyond state means annually. Reduce overall student unexplained absence rates to below state means for each year of the Strategic Plan.	Develop strategies to reduce non-attendance. Parent program on Student Wellbeing and Non Attendees focussing on 'anxiety at home'. Ongoing communications and engagement with the entire community on school life and public relations. Investigate an ICT package to assist with data collection, communication and reporting with and between community members.
Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.	To ensure that school human resource processes and provision of physical resources and school organisation maximise student-learning outcomes at all year levels.	The Panel believes these should be set around the new staff opinion data and measured against the student outcomes achieved at this school.	Audit all school programs and adjust accordingly. Review school leadership positions and roles. Enhance teacher induction initiatives. Performance Plans to be directly linked to student outcomes and Strategic Plan initiatives. Develop a designated teacher professional development, coaching and mentoring role based on the new school instructional model.

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement Investigate the appointment of designated leadership positions for coordination of English and Mathematics. Review the school Essential Learnings program to ensure more definitive AusVELS teaching program across the school. Develop and implement of school readiness checklists for new Prep students. Review the school reporting program and practices to ensure improved teacher moderation practice Implement a more explicit and coherent Reading Comprehension program across the school. Develop individual learning plans to challenge students who are more talented on a cross curricula basis.	Year 1	Develop new Leading Teacher tags and positions of responsibility in line with the current Strategic Plan. Document the AusVELS curriculum with teaching staff to identify essential learnings from Prep to Year 8 in Mathematics and ICT Investigate and adapt published school-readiness checklists and those used by other schools. Investigate possible reading comprehension programs for use across the school. Investigate Individual Learning Plan (ILP) formats for students who are more talented, and define the level at which these students require an ILP.	Appointment of Leading Teachers and other positions of responsibility to support English and Mathematics coordination. Teachers will be familiar with and find it easy to access published curriculum resources Publish Woodlands School Readiness Checklist Trial reading comprehension programs and how they are best implemented at different year levels. ILP format and criteria finalised
	Year 2	Implement Woodlands School Readiness Checklist with Prep intake Document the AusVELS curriculum with teaching staff to identify essential learnings from Prep to Year 8 in English and Science. Select a reading comprehension program and provide resources and training for teachers. Write ILPs for students who are more talented across the school.	Use data gathered from School Readiness Checklists to inform instruction and transition. Teachers will use published curriculum resources to plan weekly, termly and yearly. Reading comprehension program included in planning documents and classroom instruction. ILP documents in place.

	Year 3	Document the AusVELS curriculum with teaching staff to identify essential learnings from Prep to Year 8 in key learning areas other than Mathematics, English, ICT and Science.	Teachers use published curriculum resources as a developmental continuum to meet individual learning needs.
		Administer the updated Woodlands School Readiness Checklist. Provide feedback about the results to local kindergartens and childcare centres.	Use data gathered from School Readiness Checklist to inform instruction and transition.
		Implement the reading comprehension program consistently across the school by releasing teachers to observe each other.	Consistent implementation of the reading comprehension program.
		Put into practice ILPs for more talented students in order to address their academic and cross-curricula needs.	Students who are more talented report greater engagement at school.
		Develop teacher capacity to differentiate the curriculum to cater for the range of abilities in their classrooms including students on ILPs.	Students, including those with ILPs, experience lessons at a level which maximizes growth.
	Year 4	Review Curriculum documents and adjust accordingly	Update published curriculum documents.
		Implement the reading comprehension program in such a way that it caters for students at their ability level.	Student growth in reading reflects instruction at their zone of proximal development.
		Implement the updated curriculum documents using the Instructional Model.	Increased student learning outcomes when measured against the AusVELS.
		Differentiate the curriculum and provide ILPs to cater for student ability levels.	Improved student school satisfaction scores.

	Year 1	Canvass the school community about their opinions regarding homework, and raise awareness of research into the value of different homework tasks.	Draft homework policy circulated to school community.
Engagement Review the school Homework program and policy. Investigation of a Future's Project with final documentation of a new school Mission Statement. Review of the Woodlands Instructional Model and development of a new policy that is integrated into the new staff Performance and Development planning processes. Full development of an explicit AusVELS teaching and curriculum program for years Prep to 6. Development and implementation of school readiness checklists for new Prep students. Ensure that ICT provision at the school is fully incorporated into all Teaching and Learning programs.		Discuss the vision, mission and values of Woodlands with a facilitator and develop an appropriate statement.	Draft mission statement circulated to staff for feedback.
		Embed the mission statement into policies and practices across the school, including the Healthy Relationships Program.	Celebration to mark draft mission statement with school community (Futures Project).
		Investigate best practice lesson planning to suit the Woodlands context.	Engage Professional Development services to support the transition to a new Instructional Model.
		Review and take stock of the ICT devices in use across the school. Focus on reliability and whether the devices are fit for purpose.	Checklist of ICT devices, locations, general repair and ease of use.
			Purchase new ICT devices to replace damaged items and cater for enrolment growth.
			Establish a fund to cover the cost of updating big-ticket ICT devices.
	Year 2	Work with a facilitator to identify and adapt best practice lesson planning to suit the Woodlands context.	Draft Woodlands Instructional Model circulated for trial
		Document the Instructional Model.	Curriculum Day to explain and demonstrate the Instructional Model.
		Teachers observe the Instructional Model in action.	Allocate time for teachers to observe the Instructional Model in action and reflect on how they can improve their practice.
		Allocate staffing, resources, professional development, curriculum documents and the instructional model	Policies, procedures and performance

		according to values inherent in the mission statement. Develop teacher capacity to deliver explicit instruction of the updated curriculum documents. Investigate and gather quotes to update ICT devices. Review cabling and Wi-Fi reliability across the school.	documents embody mission statement. Professional development with teaching staff based on the updated curriculum and explicit instruction. Purchase new ICT devices/cabling to replace damaged items and cater for enrolment growth.
	Year 3	Classroom observation between peers of the Instructional Model. Embed the instructional Model into teaching practice across classroom and specialist programs. Teachers write Performance and Development plans based on the Instructional Model.	Each teacher Identifies and addresses one aspect of the Instructional Model as an area for improvement. Planning documents, lesson sequences and classroom practices follow the Instructional model. Performance and Development plans incorporate Instructional Model goals.
	Year 4	Classroom observations by members of the Principal class in line with the Performance and Development goals Review the Instructional Model, curriculum documents and Mission Statement.	Performance and Development Plans reflect observations of Principal Class.

	Year 1	Investigate possible ICT packages to assist with data collection, communication and reporting.	Select a suitable ICT package for assessment, reporting and communication.
Wellbeing Investigate an ICT package to assist with data collection, communication and reporting with and between community members. Ongoing communications and engagement with the entire community on school life and public relations. Develop strategies to reduce non-attendance. Parent program on Student Wellbeing and Non Attendees focussing on 'anxiety at home'.		Hold parent-teacher interviews before students return for Term One, and use this opportunity to develop stronger relationships with parents. Survey parents and teachers about their connectedness to school and satisfaction with the frequency and type of communications. Review consistent use of online message services, school newsletters, year level newsletters and the website to communicate with parents. Investigate twilight functions and open nights for teachers, parents and students to enjoy together. Investigate parent programs to educate the community about the importance of attendance. Develop research-based strategies for parents to use with their children to relieve anxiety. Focus on key behaviours each term to foster student wellbeing, beginning with resilience. Highlight the behaviour at assemblies, in class, via the newsletter and at specialist lessons. Survey parents about the reasons they assign "parent choice" to absences and raise awareness with them	More frequent and relevant examples of communication with parents. Use communication and engagement survey results to inform policies and procedures. Register of newsletters and online posts sent to parents. Trial events after school and in the early evening.

		about the correlation between attendance and student learning outcomes.	
		Provide structured lunchtime support for at-risk or anxious students.	Compiled survey results to inform planning and policy decisions.
	Year 2	Develop staff and parent capacity to use the new ICT package.	Implementation of the new ICT package in key areas (role marking, absences, notices and announcements).
		Timetable events across the school year to engage parents and students in activities and inform them about school-wide priorities such as attendance.	Extra-curricular events held after school and in the early evening.
		Target families with high numbers of "parent choice" absences.	Decreased numbers of "parent choice" absences.
		Investigate rewards for classes who have low absences.	
	Year 3	Develop staff and parent capacity to use the new ICT package.	Implementation of the new ICT package in assessment and reporting (data entry and online reporting).
		Communicate regularly and clearly to parents at formal and informal events, and via multiple platforms.	Improved scores on the Parent Satisfaction Surveys.
	Year 4	Develop staff and parent capacity to use the new ICT package.	Implementation of the new ICT package in all areas (may include curriculum planning, learning tasks and ongoing reporting)
		Survey parents and teachers about their connectedness to school and their satisfaction with the frequency and type of communications between home	Improved scores when compared to communication and engagement survey results in Year 1 of Strategic

| | | and school. | Plan. |
| | | Review and modify strategies to reduce absences and decrease student anxiety. | Improved scores on the Student Attitude to School Survey. |

Productivity Review school leadership positions and roles. Develop a designated teacher professional development, coaching and mentoring role based on the new school instructional model. Audit all school programs and adjust accordingly. Performance Plans to be directly linked to student outcomes and Strategic Plan initiatives. Enhance teacher induction initiatives.	Year 1	Review current leadership structure. Visit schools of a similar size and learn how they structure leadership groups. Align Leading Teacher positions to current strategic plan priorities in curriculum and the development of an Instructional Model. Link performance and development plans to the Strategic Review priorities.	Leadership structures and appointments reflect and support the size of the school and its strategic review priorities. Updated Performance and Development plans.
	Year 2	Review programs in use across the school. Do they align with the new strategic review? Is research or staff feedback available to measure their efficacy? Are they worth the money and time needed to keep them in place? Leading Teachers mentor staff and model lessons based on the Instructional Model and the updated explicit AusVELS curriculum documents. Teacher induction initiatives make expectations for classroom management, curriculum planning, and assessment and reporting explicit. Support new teachers and teachers new to leadership roles with a mentor and ongoing professional development.	Programs in use are relevant, viable and effective. Consistent lesson delivery and expectations across the school. New teachers presented with curriculum and policy documents, professional development and a mentor to assist their transition to Woodlands.

	Year 3	Survey newly inducted teachers and use their feedback to improve the induction process. Implement consistent induction programs for new teachers to the school. Target Professional Development to meet specific needs of groups of teachers based on their Performance and Development Plans.	Update and refine induction processes and documents. Record of relevant and timely professional development sessions for groups of teachers.
	Year 4	Review the updated leadership structure, procedures for the induction of new staff, and performance and development plan implementation.	Procedures for employing, managing and developing staff capacity are meaningful and up to date.