

School Strategic Plan 2021-2025

Woodlands Primary School (5319)



Submitted for review by Matthew Gallagher (School Principal) on 30 November, 2021 at 02:36 PM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 24 February, 2022 at 08:24 AM
Endorsed by Lisa Meddings (School Council President) on 24 February, 2022 at 12:13 PM

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School vision	Woodlands Primary School's vision is for each student, staff member and community member to live by the school motto, 'Be Your Best'.
School values	<p>Woodlands Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>The programs and teaching at Woodlands Primary School support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none">- elected government- the rule of law- equal rights for all before the law- freedom of religion- freedom of speech and association- the values of openness and tolerance. <p>Woodlands Primary School's values are friendship, loyalty, endeavour and perseverance.</p> <ul style="list-style-type: none">- Friendship - being kind to all others- Loyalty - supporting each other- Endeavour - always working to be our best- Perseverance - being resilient and working to improve, even if you are faced with set backs. <p>These values closely align with our key vision that members of the Woodlands community strive to live by the motto "Be Your Best".</p> <p>Woodlands Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.</p> <p>As principals and school leaders, we will:</p> <ul style="list-style-type: none">- model positive behaviour and effective leadership- communicate politely and respectfully with all members of the school community

- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone and
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- comply with and model school values

	<ul style="list-style-type: none"> - behave in a safe and responsible manner - respect ourselves, other members of the school community and the school environment - actively participate in school - not disrupt the learning of others and make the most of our educational opportunities. <p>As community members, we will:</p> <ul style="list-style-type: none"> - model positive behaviour to the school community - treat other members of the school community with respect - support school staff to maintain a safe and inclusive learning environment for all students - utilise the school's processes for communication with staff and submitting complaints.
Context challenges	<p>Woodlands Primary School's enrolment numbers continue to be around 900 students, with this number being steady for a number of years. Woodlands Primary School boasts functional, well maintained, attractive and well equipped buildings that blend into the bushland setting. Many of the 38 classrooms can operate as open double rooms to enable staff to team-teach, whilst also having the functionality to work as single classroom environments. All classrooms have interactive white boards or televisions with the junior school classes using iPads and the senior school students having 1-1 devices (Chrome Books).</p> <p>Our 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 STEM room; two synthetic sports fields and two outdoor basketball courts; an intervention centre, staff and administrative facilities.</p> <p>After a thorough review process and reflection our panel noted that we will continue to work to ensure:</p> <ul style="list-style-type: none"> - That consistency of practice is evident throughout the school, including the use of school wide instructional models. - That our teachers continue to learn and grow with the curriculum, ensuring that Professional Learning is a priority. - That we continue to develop data literacy skills and differentiation focussed teaching strategies to challenge our students to ensure high growth is achieved across multiple schooling years. - That we continue to develop our literacy and numeracy programs following best practice methods through the effective implementation of our PLC inquiry cycles. - That we develop a model to support student voice and agency. - That we continue to place a strong emphasis on student wellbeing, especially given the nature of 2020 and 2021.
Intent, rationale and focus	<p>INTENT</p> <ul style="list-style-type: none"> - To maximise the achievement and learning growth of every student, particularly in literacy and numeracy. - To promote and develop student voice and agency. - Strengthen our school wide approach to wellbeing to provide a safe, supportive and inclusive learning environment.

RATIONALE

- It is important that our teaching staff are consistent in their practice to ensure that literacy and numeracy are being implemented using the most effective pedagogies.
- It is essential that our staff continue to work together to interpret data through our PLC's so that best practice teaching and learning is taking place and so that each individual student has their needs catered for, including high and low achieving students.
- We want our students to be active in their learning journey and for them to be involved in setting goals, self efficacy and engagement.
- We know that wellbeing is vital and want to ensure that all students are supported to be their best in the school environment.

FOCUS

Over the next four years, Woodlands Primary School will continue to refine the teaching and learning of literacy and numeracy. We will work on ensuring explicit direct instruction is consistent in these teaching areas and that all teachers are equipped with a strong understanding of effective pedagogies. A focus on the methods of teaching reading, including the Science of Reading, and developing a systematic approach to the teaching of writing will assist in a guaranteed and viable curriculum school wide. In mathematics, we will continue to teach using our scope and sequence documentation but further develop students in the area of mathematics vocabulary and problem solving. The use of hands on learning will continue to play an important part of our teaching of mathematics. Our staff will regularly participate in professional learning to ensure consistency of the mentioned changes.

Our staff will also work to embed the PLC model to increase data literacy and the use of this to improve student outcomes. We will continue to work collaboratively within our teams to maximise student learning. Having sound structures in place will be a priority with instructional models and clear documentation being a goal for our school, each year level and each teacher.

Providing students with further opportunities to develop their voice and agency will be a key focus over this review period. Underpinned by further developing and refining our student leadership programs through the Student Representative Council and senior school leaders, active student voice will be promoted school wide. At a classroom level, developing student agency will be a focus. By creating and implementing protocols and procedures to promote agency, students will take more ownership of their learning by assisting to guide learning and setting relevant and challenging goals. In addition to this, and to support the school's inclusion work, students will work alongside school staff and their parents throughout the Individual Education Plan writing process.

The development of a student wellbeing and inclusion team will continue to strengthen our whole school health, wellbeing and inclusion programs.

With the introduction of the new 'Disability Inclusion' funding, we will seek to review and expand our student wellbeing supports and programs. We will create and seek to maintain new staffing roles, with an aim to support wellbeing, engagement and learning. Positions will include an Inclusive Learning Coordinator and Allied Health professionals, and continuation of tutoring and learning interventions. We will develop a Langwarrin Inclusive Education Network (LIEN), strengthening partnerships and collaboration with local schools. We will utilise LIEN and our wellbeing team to continue to develop structures and processes around identifying

students at risk, facilitating access to supports, referrals for additional assessment and access to school based interventions for students, and to increase staff capacity in these areas.

We will maintain our focus on positive education through our established THRIVE program and seek to consolidate this to be more consistently implemented school wide by improving accountability and timetabling time to deliver the curriculum.

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Goal 1	To maximise the achievement and learning growth of every student, particularly in literacy and numeracy.
Target 1.1	<p>By 2025 the NAPLAN high benchmark growth percentage for Numeracy, Reading and Writing will be:</p> <ul style="list-style-type: none">• Numeracy high benchmark growth from 33% (2019) to 35% (2025)• Reading high benchmark growth 27% (2019) to 30% (2025)• Writing high benchmark growth 23% (2019) to 30% (2025)
Target 1.2	<p>By 2025 the top two bands four year average will have increased five per cent from 2016–19 (4ya) to 2021–25 (4ya).</p> <p>Numeracy:</p> <ul style="list-style-type: none">• Year 3: 2016–19 (4ya) 48% to 53% (4ya) 2021–25• Year 5: 2016–19 (4ya) 42% to 47% (4ya) 2021–25 <p>Reading:</p> <ul style="list-style-type: none">• Year 3: 2016–19 (4ya) 60% to 65% (4ya) 2021–25• Year 5: 2016–19 (4ya) 44% to 49% (4ya) 2021–25 <p>Writing:</p> <ul style="list-style-type: none">• Year 3: 2016–19 (4ya) 78% to 83% (4ya) 2021–25• Year 5: 2016–19 (4ya) to 30% to 35% (4ya) 2021–25

Target 1.3	<p>By 2025 the SSS positive endorsement factor teaching and learning module—evaluation:</p> <ul style="list-style-type: none"> • Understand how to analyse data 72% (2020) to 75% (2025) • Academic Focus 83% (2020) to 85% (2025)
Target 1.4	<p>By 2025 the AToSS positive endorsement factors will be retained or improved:</p> <ul style="list-style-type: none"> • Differentiated Learning 94% (2019) • Effective Teaching Time 92% (2019) • Stimulating Learning 90% (2019)
Key Improvement Strategy 1.a Evaluating impact on learning	Embed the PLCs model and structures to maximise student learning.
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Build teacher capacity to use HITS through professional learning, peer observation, feedback and coaching.
Key Improvement Strategy 1.c Building practice excellence	Implement the whole school instructional model and provide teacher professional learning to enable precise and purposeful teaching in Literacy/Numeracy.
Goal 2	To strengthen student voice and agency.
Target 2.1	By 2025 the AToSS positive endorsement for the following factors will have been retained or improved:

	<ul style="list-style-type: none"> • Attitudes to attendance 95% (2019) • Motivation and interest 91% (2019) • Resilience 89% (2019) to 91% (2025) • Self-regulation and goal setting 95% (2019) • Sense of confidence 89% (2019) to 91% (2015) • Student voice and agency 83% (2019) to 88% (2025).
Target 2.2	By 2025 to reduce the four-year average absence days from 16 days to 15 or less.
Target 2.3	By 2025 the SSS positive endorsement factor teaching and learning module—evaluation: Use student feedback to improve practice 74% (2020) to 77% (2025).
Key Improvement Strategy 2.a Empowering students and building school pride	Enable authentic student agency to provide opportunities for students to collaborate and make decisions around their learning.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop and implement a process for students and teachers to participate in the development of challenging and realistic student learning goals, and to monitor progress towards the achievement of goals.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop student learning opportunities that are challenging, engaging and promote curiosity.
Goal 3	Strengthen our school wide approach to wellbeing to provide a safe and supportive learning environment.

Target 3.1	<p>By 2025 the positive endorsement for the following factors will have been retained or improved:</p> <ul style="list-style-type: none"> • AToSS—Students felt connected to school 90% retain or improve. • School Staff Survey (SSS)—Staff were positive about the school climate 87% to 90%. • POS—Parents were satisfied with the school overall 92% retain or improve.
Target 3.2	<p>By 2025 the AToSS positive endorsement for the following factors will have been retained or improved:</p> <ul style="list-style-type: none"> • Advocate at School 94% (retain or improve). • Respect for Diversity 90% (retain or improve).
Key Improvement Strategy 3.a Health and wellbeing	<p>Embed the school wide positive education program across the school.</p>
Key Improvement Strategy 3.b Parents and carers as partners	<p>Strengthen the partnership between staff, students and parents to create a shared responsibility for student wellbeing.</p>
Key Improvement Strategy 3.c Networks with schools, services and agencies	<p>Strengthen access to supports and interventions for students and families.</p>