



School Number 2090
Whittlesea Primary School
Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Ty Hoggins[name].....[date][name].....[date]
School council: Josh Parks[name].....[date][name].....[date]
Delegate of the Secretary: David Kilmartin[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Whittlesea Primary School the student is at the centre of everything we do. Our vision is to be an inclusive community where learning is highly valued. We strive to develop and support the emotional, social and physical wellbeing of the whole child. We create a positive climate for learning that encourages all children to become collaborative and innovative members of local and global communities.</p>	<p>Community whereby all members are committed towards working together as a team to achieve the best possible outcomes in a safe and stimulating learning environment Confidence to rise to the challenge of learning and living our school values Honesty where building trust between the school, families and the wider community through open and honest communication is paramount Excellence in every aspect of school life Respect for one another's achievements, views, dignity, privacy and property</p>	<p>Whittlesea Primary School is a growing school in Melbourne's outer north. The school has been a prominent fixture in the local township for over 100 years, with strong community links. Whittlesea Primary School caters for both families with a long association with the area and new arrivals to Whittlesea and it's surrounds. Traditionally the profile of the school community has been very mono-cultural with very few students for whom English is an additional language. This profile is slowly changing with an increase in diversity in culture. Throughout the past strategic period Whittlesea Primary School experienced a high turnover of staff from year to year. This has brought new skills and talents to the teaching staff, but also posed a challenge in developing growth and excellence in teacher practice and consistency. Also significant is a trend in attitudinal data showing lower than average scores for school connectedness. The challenge moving forward is to shift these attitudes through a variety of initiatives geared toward student agency and engaging curriculum. Whittlesea Primary School has had an ongoing focus on the social and emotional development of the students. This continues to be priority moving forward, owing to the diverse presentation of children. A number of initiatives have been introduced and the challenge is to consolidate these efforts for sustained whole school improvement. Whittlesea Primary's vision is to cater for each individual child and this requires ongoing commitment and learning towards effective adjustments for a growing proportion of children requiring unique programs.</p>	<p>Whittlesea Primary School is striving to achieve the best for every student through a personalised, evidence based approach to achieving student outcomes. As identified in our newly adopted Vision, the school places emphasis on developing the whole child, including social, emotional and physical wellbeing. Through consistent practices our school will strive for improved 'value add' across the curriculum, acknowledging the importance of student agency in achieving educational outcomes and improved school climate. We are also committed to developing the capacity of teachers and educational leaders with a goal to develop the skills of those within the organisation. Whittlesea Primary School also maintains a strong focus toward preparing students for their future, embracing technology rich, innovative and authentic programs to prepare students for success.</p> <p>Intent 1: To develop and implement a cycle of improvement to continuously monitor and evaluate the impact of teacher professional learning.</p> <p>Key Rationale 1: Schools invest in their teachers by providing access to both in-house and external professional learning programs. There should be evaluation of the benefits of these activities to the school, providing evidence-based decisions that may lead to whole-school improvement.</p> <hr/> <p>Intent 2: To empower students in their learning through setting high expectations for themselves and their peers and to support each other to achieve these expectations.</p> <p>Key Rationale 2: When student voice and ownership of their learning is encouraged, it provides the setting for raising expectations and increasing motivation. This will create an environment of self-regulation that makes the classroom orderly, where rules are owned and adhered to by students. Further, it will increase school connectedness.</p> <hr/> <p>Intent 3: To provide personalised stimulating and challenging teaching and learning across F-6 that demonstrates consistency of approach</p> <p>Key Rationale 3: A consistent, whole-school approach to curriculum and assessment delivery is necessary for improving student learning outcomes. This</p>

		can be achieved by strengthening evidence-based approaches that differentiate between students' points of need, building challenge and growth for all students.
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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)
<p>To develop and implement a school-based professional learning program that supports the school's identified improvement strategies, leading to improved student outcomes.</p>	<p>Professional leadership</p> <ul style="list-style-type: none"> Building leadership teams <p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> Building Practice Excellence 	<ul style="list-style-type: none"> Undertake an audit and evaluation of programs and initiatives adopted in the period of the SSP. Build evidence base to determine which initiatives to further develop and embed across the school Develop a management strategy to monitor the impact of leadership initiatives Develop a professional learning strategy linked to FISO, High Impact Teaching Strategies (HITS) and school strategic documents. Implement succession planning actions through the systematic development of staff capabilities and the recruitment of specific skill sets to deliver school improvement Leadership Team are active in the leadership of Communities of Practice to share knowledge and maximize access for all staff to quality professional learning Design and implement structures for teachers to research and implement new approaches that increase student outcomes and student's attitudes towards school. Renew staff understanding of the place of personalised inquiry within the broader curriculum. 	<p>Improvement Outcome:</p> <ul style="list-style-type: none"> Fully implemented 'Professional Learning Plan' which supports the school's identified improvement strategies. <p>Improvement Outcome:</p> <ul style="list-style-type: none"> 100% of staff will have completed formal training in school wide wellbeing approaches. <p>Staff Opinion Survey: Professional Learning Module By the end of the strategic period, measurements above state mean for the following components:</p> <ul style="list-style-type: none"> Renewal of knowledge and skills Active participation Feedback
<p>To embed student agency and high expectations across all areas of learning so that all students develop greater pride and connectedness to school, for themselves and their peers.</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> Empowering students and building school pride 	<ul style="list-style-type: none"> Identify, embed and support F-6 wellbeing initiatives that will lead to improved whole school outcomes Embed student feedback mechanisms to promote positive attitudes and actions through self-efficacy Embed effective student behaviour management approaches consistent across F-6 Develop classroom based programs that cultivate student voice and leadership Design, implement and review student leadership development programs Expand the house system to foster student leadership and active agency opportunities 	<p>Improvement Outcome:</p> <ul style="list-style-type: none"> Develop and implement a whole school student learning goals program that covers both academic and social/behavioural outcomes. <p>Improvement Outcome:</p> <ul style="list-style-type: none"> Increase opportunities for student led activities and participation both within and outside the classroom <p>Attitudes to School: Learning Confidence</p> <ul style="list-style-type: none"> Learning confidence is at or above state mean for years 4-6. <p>Attitudes to School: Classroom Behaviour and Student Safety</p> <ul style="list-style-type: none"> Increase levels for classroom behaviour and student safety to at or above the state mean factor score <p>Attitudes to School: Connectedness to School and Stimulating Learning</p> <ul style="list-style-type: none"> Increase measures for connectedness to school and stimulating learning to at or above state mean.
	<p>Excellence in teaching and learning</p>	<ul style="list-style-type: none"> Develop the use of evidence based models of instructional practice, through data, peer observation, 	<p>Improvement Outcome:</p>

To broaden and deepen consistent teacher pedagogy to improve student engagement and learning	<ul style="list-style-type: none"> Building practice excellence 	coaching and moderation for consistent implementation across the school	<ul style="list-style-type: none"> Increase the use of external measurement data to plan for growth for every student in literacy <p>Learning Gain: Victorian Curriculum teacher judgements in English</p> <ul style="list-style-type: none"> 40% of students achieving above / well above expected level for writing and speaking and listening. <p>Learning Gain: NAPLAN</p> <ul style="list-style-type: none"> Increase the percentage of students experiencing high relative growth to at or above 25% for reading and writing Decrease the percentage of students experiencing low relative growth to at or below 25% for reading and writing
		<ul style="list-style-type: none"> Development of a consistent whole school assessment strategy for Literacy and Numeracy <ul style="list-style-type: none"> Research and implement a variety of assessment tools introduce additional external standardised and consistent/informed teacher devised achievement measurement tools for literacy and numeracy 	
		<ul style="list-style-type: none"> Analyse the success factors in the school's numeracy program for adoption in the literacy program 	
		<ul style="list-style-type: none"> Renew model for whole-school curriculum planning and documentation 	
		<ul style="list-style-type: none"> Implement identified elements of the Literacy and numeracy Strategy 	