

# School Strategic Plan for Wanniassa Hills Primary School 2015-2020

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## Tuggeranong Network

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### Endorsement by School Principal

Name: John Manders

Signed



Date:

3/3/2016

### Endorsement by School Board Chair

Name: Matt Bacon

Signed



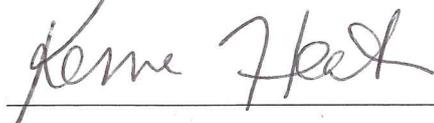
Date:

3/3/2016

### Endorsement by School Network Leader

Name: Kerrie Heath

Signed



Date:

17/3/2015

## **School Profile**

Our strategic school plan that covers our vision and operational goals is developed from rigorous evidence collection, recommendations from external validation, reflection and review. This plan then informs our decision-taking on the form of Annual Action plans. The School Board, Principal and Executive team then work together with staff and school community to best achieves the goals set and retain the values of the school community.

In 2015 Wanniasa Hills Primary School was Validated against the National School Improvement Tool and the following recommendations and Commendations were noted by the external validators.

## **Commendations**

1. The school leadership team has developed and is driving an explicit and detailed school improvement agenda. The school improvement agenda has remained consistent over the life of the plan and has allowed the school to focus on core learning priorities. Plans for improvement were clearly communicated across the community through times of leadership change with a commitment to improve student achievement levels. The priority system maps developed by the school have been instrumental in supporting the staff to maintain the improvement agenda.
2. The school is driving a strong culture that promotes learning and collaboration. The principal, school leaders, staff and students are to be commended on the development of a school learning culture that is inclusive and promotes respectful relationships. There is a strong collegial culture of mutual trust and support among teachers and school leaders in the promotion of student learning.
3. The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning. The leadership team has actively promoted a culture of continuous professional improvement encouraging the use of research based teaching practice in all classrooms. All teachers understand and have begun using effective teaching methods to maximise student engagement.
4. The school has applied its resources in a targeted manner to meet the learning needs of students. Significant investment has been made in building refurbishment and playground enhancement to facilitate an innovative learning environment. Open learning spaces together with strategic staff placement has created the platform for team teaching. The establishment and creation of the TPIEC is noted as an outstanding addition to Wanniasa Hills Primary School. The panel commends the seamless manner in which the building works were managed and the way in which the centre has become part of the school.

## **Recommendations**

1. Develop a strong culture of analysis, discussion and action on data. The panel noted that Wanniasa Hills Primary School has begun the journey toward effective use of data, with a system and schedule in place for the collection of data across the school. The panel recommends that the school now develop a systematic approach to access, analyse, discuss and apply data. This will allow the school to identify gaps in student learning to monitor improvement over time, and to monitor growth across the years of school, over time. This will require further development of data literacy skills through targeted professional learning. The in-depth interrogation of data will identify areas for further improvement, both in terms of achievement and wellbeing and allow to teachers to meaningfully differentiate in the classroom.

2. Create a coherent, sequenced curriculum plan. The panel recommends the school develop a coherent, sequenced plan for curriculum delivery from kindergarten to year 6 for all curriculum areas, addressing both general capabilities and cross curriculum priorities. This will ensure consistent teaching and learning expectations and provide a clear reference for monitoring learning across year levels. It is suggested that careful attention is given to the vertical alignment of the curriculum so that there is continuity and progression of learning. Further opportunity exists to develop an alignment between assessment and reporting procedures.
3. Enhance school wide platforms for student leadership. Respectful and caring relationships are reflected in the ways in which staff and students interact. The panel now recommends that the school build upon existing student leadership structures to strengthen student input into decision making and whole school governance. These actions offer the opportunity for students to shape their experiences at school.
4. Formalise and extend the coaching and mentoring model throughout the school. Wanniasa Hills Primary School is encouraged to build upon the foundations of the existing coaching and mentoring model within the school. This approach offers potential to continue to improve teacher practice, student learning outcomes and leadership development by engaging more staff with demonstrated expertise in the practice of coaching others.
5. Adopt a considered approach to the establishment of school-community partnerships. The panel encourages the school to establish strategic partnerships with parents and the local community for the purpose of improving student outcomes. Careful consideration should be given to the benefit of each partnership and processes established to monitor and review their effectiveness.

**Strategic Priority 1: Pedagogy that encapsulates high intellectual quality, a quality learning environment and significance for all students**

<b>Key Improvement Strategy 1</b>	The school principal and other school leaders take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.
<b>Outcome to be achieved</b>	Ensure Differentiation of Teaching and Learning is across the school
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>• An annual improvement of 2% point on the percentage of students (within school match) achieving in the top two NAPLAN bands and decreasing percentage of students in bottom two bands by 2020</li> <li>• PIPS results demonstrate growth above system mean. Initial reading mean score deviation from system will be no greater than 10 points</li> </ul>
<b>Key Improvement Strategy 2</b>	A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.
<b>Outcome to be achieved</b>	Embed a culture of data analysis and discussion to inform teaching
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>• ACER PAT maths and reading comprehension data demonstrate improving student growth consistent with ACER Scale Score growth targets for each year of implementation.</li> </ul>
<b>Key Improvement Strategy 3</b>	Build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures placed to encourage a school-wide, shared responsibility for student learning and success. Encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.
<b>Outcome to be achieved</b>	Develop an Expert Teaching Team
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Attainment of system identified NAPLAN targets</li> </ul>

	<p>in Reading and Mathematics</p> <ul style="list-style-type: none"> <li>• Maintain 85% or more proportion of parents who agree or strongly agree “Overall I am satisfied with my child’s education at this school.”</li> </ul>
<b>Key Improvement Strategy 4</b>	A coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.
<b>Outcome to be achieved</b>	Deliver an innovative, and relevant curriculum
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Attainment of system nominated NAPLAN reading and numeracy mean scores for years 3 &amp; 5</li> <li>• 85% of students sit Cambridge International Examination in year five by 2020</li> </ul>

**Strategic Priority 2: A Community engaged and focused in continuous improvement of instruction and learning**

<b>Key Improvement Strategy 1</b>	Establish and drive a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.
<b>Outcome to be achieved</b>	Embed an explicit improvement agenda across the school
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>• NAPLAN reading and numeracy: greater than 60% of year five students will show growth better than system average from 2017 onwards</li> <li>• Increasing band movement along the NSIT i.e. five out of nine domains will be in 'outstanding'</li> </ul>
<b>Key Improvement Strategy 2</b>	The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.
<b>Outcome to be achieved</b>	Develop a culture that promotes learning for all
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Student Satisfaction: Proportion of students who agree or strongly agree "Overall I am satisfied I am getting a good education at this school." Will be above system mean</li> <li>• Parent Satisfaction:" Proportion of parents who agree or strongly agree "Overall I am satisfied with my child's education at this school." Will be at or above system mean.</li> </ul>
<b>Key Improvement Strategy 3</b>	The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual

	and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.
<b>Outcome to be achieved</b>	Enhance school and community partnership
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Real retention rate P to K within school (%): Proportion of ACT public school students in pre-school who proceed to ACT public school education in kindergarten will be at 80% each year from 2017</li> <li>• Parity with system data when compared to school satisfaction survey – “Community Partnerships are Valued”</li> </ul>
<b>Key Improvement Strategy 4</b>	The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. School-wide policies, practices and programs are in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.
<b>Outcome to be achieved</b>	Strategically target school resources to meet needs of our students
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>• NAPLAN reading and numeracy mean scores for years 3 &amp; 5 is at or above ACT mean.</li> <li>• School satisfaction survey data will be at or above system mean for parents, teachers and students – “I am satisfied this school has high expectations in all that it does”</li> </ul>



# Wanniassa Hills Primary School

ANNUAL ACTION PLAN and REPORT

SCHOOL: Wanniassa Hills Primary

YEAR: 2016

NETWORK: Tuggeranong

## VISION:

Wanniassa Hills Primary School exemplifies:

- a positive school experience, that is inclusive of all, in a safe and supportive school environment
- reciprocal relationships where all feel welcomed, heard and valued
- twenty first Century learning and teaching in which everybody leads and thrives

## SCHOOL CONTEXT

Wanniassa Hills Primary is in the first year of our new strategic plan. The school priorities for 2016 is the introduction of the Cambridge University curriculum, further embed the KidsMatter framework across our school and consolidate our systems and processes using a new school system map.

### Endorsed by School Principal:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Endorsed by Board Chair:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Endorsed by School Network Leader:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Priority</b>	<b>Pedagogy that encapsulates high intellectual quality, a quality learning environment and significance for all students</b>
<b>Targets:</b>	<ul style="list-style-type: none"> <li>• An annual improvement of 2% point on the percentage of students (within school match) achieving in the top two NAPLAN bands and decreasing percentage of students in bottom two bands</li> <li>• PIPS results demonstrate growth above system mean</li> <li>• ACER PAT maths and reading comprehension data demonstrate improving student growth consistent with ACER Scale Score growth targets</li> <li>• Attainment of system identified NAPLAN targets in Reading and Mathematics</li> <li>• Maintain 85% or more proportion of parents who agree or strongly agree “Overall I am satisfied with my child’s education at this school.”</li> </ul>
<b>Outcomes to be achieved</b>	<ul style="list-style-type: none"> <li>• Ensure Differentiation of Teaching and Learning is across the school</li> <li>• Embed a culture of data analysis and discussion to inform teaching</li> <li>• Develop an Expert Teaching Team</li> <li>• Deliver an innovative, and relevant curriculum</li> </ul>
<b>Links to Directorate Strategic Priority Areas</b>	<b>Quality Learning Inspirational Teaching &amp; Learning High Expectations, High Performance</b>
<b>Areas of National Quality Standards being addressed</b>	Quality Area 1: Educational program and practice (1.1, 1.2) Quality Area 3: Physical environment (3.2) Quality Area 7: Leadership and service management (7.2)

<b>Key Improvement Strategy</b>	<b>Indicators of Success</b>	<b>Budget</b>
The school principal and other school leaders take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.	Ensure differentiation of teaching and Learning is across the school	PD \$2500 ICT \$12500 Literacy \$1500
<b>Specific Actions</b>	<b>Responsibility</b>	<b>Commence</b>
Introduce PreLit (Preschool/Kindy) and Letters and Sounds Program (Kindy) to enhance school readiness and MiniLit (yr. 1/yr. 2) as a reading comprehension intervention program	Preschool and Kindergarten Team Junior Exec Teacher	PreLit: T1 Kindy T2 Pre  Letters & Sounds: T1 Kindy  MiniLit: T1 Year 1
Embed Google Apps for Education years 3 – 6	Senior Teaching Team/Working Party	Beginning Term 1 - Ongoing 2016
<b>Key Improvement Strategy</b>	<b>Indicators of Success</b>	<b>Budget</b>
A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analysis considers overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.	Embed a culture of data analysis and discussion to inform teaching	ICT \$3750
<b>Specific Actions</b>	<b>Responsibility</b>	<b>Commence</b>
Embed Case Management approach to form the foundation for class profile meetings – allowing the Develop and implement a school tailored Enrichment policy	Working Party Counsellor	T1
Classroom Conversations with individual teachers to analyse school based data and set student goals, tied to teacher professional pathways	Principal & Executive team	T2
<b>Key Improvement Strategy</b>	<b>Indicators of Success</b>	<b>Budget</b>
Build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures placed to encourage a school-	Develop an Expert Teaching Team	Staffing \$4000 Books & Resources

wide, shared responsibility for student learning and success. Encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.		\$1500
<b>Specific Actions</b>	<b>Responsibility</b>	<b>Commence</b>
Coaching & Mentoring initiative Induction of new and continuing staff in procedures and policies. Teachers acting as mentors to nominated partners providing observations and feedback using assessment for learning strategies such as Learning Intentions, Success Criteria, Student feedback. Executive work with teachers as instructional leaders providing feedback on specific areas of development. Beginning teacher induction and support through regular forums and panel meetings.	Deputy Principal & Working Party	T1
<b>Key Improvement Strategy</b>	<b>Indicators of Success</b>	<b>Budget</b>
A coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.	Delivery of an innovative, and relevant curriculum	Cambridge \$10000
<b>Specific Actions</b>	<b>Responsibility</b>	<b>Commence date</b>
Implementation of Cambridge International Curriculum K-6	Principal Lead team	2016 - ongoing

<b>Priority</b>	<b>A Community engaged and focused in continuous improvement of instruction and learning</b>	
<b>Targets:</b>	<ul style="list-style-type: none"> <li>Increasing band movement along the NSIT</li> <li>Student Satisfaction: Proportion of students who agree or strongly agree "Overall I am satisfied I am getting a good education at this school."</li> <li>Parent Satisfaction:" Proportion of parents who agree or strongly agree "Overall I am satisfied with my child's education at this school."</li> <li>Real retention rate P to K within school (%): Proportion of ACT public school students in pre-school who proceed to ACT public school education in kindergarten.</li> <li>NAPLAN reading and numeracy mean scores for years 3 &amp; 5 is at or above ACT mean</li> </ul>	
<b>Outcomes to be achieved</b>	<ul style="list-style-type: none"> <li>Embed an explicit improvement agenda across the school</li> <li>Develop a culture that promotes learning for all</li> <li>Enhance school and community partnership</li> <li>Strategically target school resources to meet needs of our students</li> </ul>	
<b>Links to Directorate Strategic Priority Areas</b>	<b>Connecting with Families and Communities Business Innovation and improvement</b>	
<b>Areas of National Quality Standards being addressed</b>		
<b>Key Improvement Strategy</b>	<b>Indicators of Success</b>	<b>Budget</b>
Establish and drive a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.	<ul style="list-style-type: none"> <li>Embed an explicit improvement agenda across the school</li> </ul>	School Improvement \$5000
<b>Specific Actions</b>	<b>Responsibility</b>	<b>Commence date</b>
Creation of WHPS System Map	Working Party School Improvement Team Principal/Board	Semester 1
"Exploring and promoting the value proposition of pathways in the Wanniasa Cluster"	Cluster executive teams	Semester 2
<b>Key Improvement Strategy</b>	<b>Indicators of Success</b>	<b>Budget</b>

<p>The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual Rigour.</p>	<ul style="list-style-type: none"> <li>Develop a culture that promotes learning for all</li> </ul>	
<p><b>Specific Actions</b></p>	<p><b>Responsibility</b></p>	<p><b>Commence date</b></p>
<p>The KidsMatter program is used across the school from P-6</p>	<p>Working Party – C/Room Teachers</p>	<p>Ongoing</p>
<p>Friendly Schools Plus program is implemented K-6</p>	<p>Executive Team</p>	<p>T1</p>
<p>The Committees: Reporting and Assessment, Digital Strategy, Library and Student Well Being Committees organised and functioning</p>	<p>Committee Members</p>	<p>T1</p>
<p>Playground revitalizing begins – equipment available, play friendly areas available ( some</p>		
<p>The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children’s education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school’s partnerships.</p>	<ul style="list-style-type: none"> <li>Enhance school and community partnership</li> </ul>	<p>Staffing \$4000 Resources and Books \$15000 School Improvement \$10000</p>
<p><b>Specific Actions</b></p>	<p><b>Responsibility</b></p>	<p><b>Commence date</b></p>
<p>Staff will continue to implement and review the effectiveness of the Readers Workshop model as presented by Debbie Miller at the PALLs Conference in April 2015, in achieving improved reading outcomes for all students.</p>	<p>SLC with Executive to support the resourcing and implementation of Reader’s Workshop program across the school.</p>	<p>Term 1 20 16</p>
<p>Review SRC process and investigate the implementation of a new student parliament</p>	<p>SLC to work with senior teachers and students to form a student parliament.</p>	<p>Term 1 2016</p>

Key Improvement Strategy	Indicators of Success	Budget
The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. School-wide policies, practices and programs are in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.	Strategically target school resources to meet needs of our students	Built Environment \$25000 Furniture \$15000 ICT \$13000
Specific Actions	Responsibility	Commence date
School Renewal and refurbishment of Senior section – Completion of the Five year infrastructure plan	Business Manager Principal	Stand down 2016
Purchase new and relevant ICT hardware to compliment pedagogy - Chromebooks	Principal	Term 1, 2016