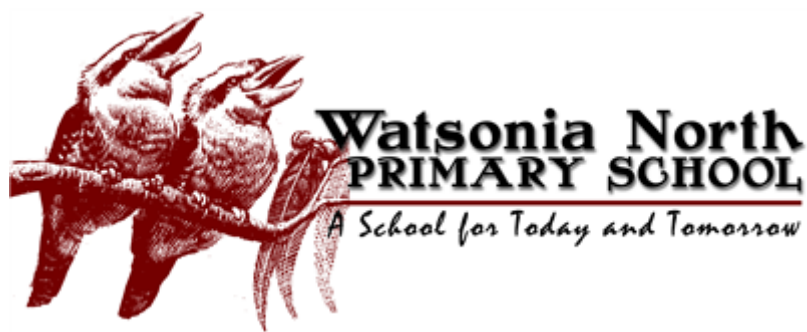


# School Strategic Plan 2022-2026

Watsonia North Primary School (4988)



Submitted for review by Sarah Pollnitz (School Principal) on 10 March, 2023 at 01:00 PM

Endorsed by Justin Esler (Senior Education Improvement Leader) on 15 March, 2023 at 09:06 AM

Endorsed by Adrian Lim (School Council President) on 27 April, 2023 at 03:16 PM

# School Strategic Plan - 2022-2026

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<b>School vision</b>	<p>At Watsonia North Primary School, excellence in Teaching and Learning and Student Wellbeing is a priority. We believe that happy, healthy children live and learn with greater success.</p> <p>As such we believe that providing a stimulating and caring learning environment enables students to feel empowered to overcome obstacles and learn how to achieve their personal best in all of their endeavours. At Watsonia North Primary School we encourage and support students as they manage 'productive struggle' when aiming for their personal best, this enables them to develop tools such as mental flexibility, that enhance their ability to thrive academically, emotionally, and socially. We value a respectful approach to social and professional interactions amongst our community. We pride ourselves on our kindness and empathy for others, teaching our students skills to manage their emotions and practice gratitude, empathy, and mindfulness. We believe that students who are able to identify and manage their emotional needs are able to respond positively to life's opportunities and challenges. As a result, we value educational experiences that consider our wellness needs.</p> <p>Our school is committed to improving student engagement and learning experiences at school. Our collaborative teaching teams work together to refine their practice with an aim to increase student engagement and academic achievement levels. We believe that every child has the capacity to make a minimum of 12 months of growth in 12 months where developmentally appropriate. We believe that teaching students at their point of need responds to the need to support and extend students' skills, based on observational and formalised data sources. Through the tailoring of lessons to suit the individual, small group, and whole class needs we envision that our students will develop skills, and dispositions that not only meet their current learning needs but promote a love of learning, a desire to satisfy their curiosity, and a capacity to seek and achieve personal growth.</p> <p>Our ongoing vision for personal growth in all of our endeavours creates a learning culture that values excellence in our students and staff.</p>
<b>School values</b>	<p>Our school values provide the moral fibre that guides our ethos and culture. A clear vision of how to support the academic and emotional growth of our students and staff enables the school to make evidence-based decisions about instructional models, assessment practices, and best practices to create a positive school culture. Our school actions reflect the unwavering focus on our school values and student development.</p> <p>Our five school values, are the bedrock for creating a community of learners with high expectations. The promotion of positive behaviours is supported through dialogue about our values between students and staff. Our whole school policies are based on these shared values and beliefs. Our school Philosophy and Values and our Student Wellbeing and Engagement policies refer to</p>

	<p>these values. Our community promise echoes our values in articulating how we aim to support positive behaviour choices and inclusion.</p> <p>Watsonia North Primary School Values encourage a focus on growth, kindness, and accountability:</p> <ul style="list-style-type: none"> <li>• Excellence: Commit to learning and strive to achieve your personal best. Aim high, and never give up!</li> <li>• Integrity: Consistency in your words, actions, and relationships. Always strive to do the right thing!</li> <li>• Respect: For yourself, each other, and the environment. Be considerate!</li> <li>• Responsibility: For your words, actions and care of the environment. Be in charge of your own actions!</li> <li>• Understanding: Of diversity and individual differences. Treat everyone equally!</li> </ul>
<b>Context challenges</b>	<p>Watsonia North Primary School is a friendly and supportive learning community that students, staff, and families are proud to be part of. With a strong history of stability, many families in the community have attended the school over generations and some staff members have an extended tenure. Our school values, provide the moral fibre that guides our school ethos and culture.</p> <p>The school is well organised with highly functioning systems and collective leadership. It is an attractive and well-cared-for environment. The school is popular in the area, catering to the maximum number of students that the facilities will allow. Our students are confident, curious, respectful, and engaged learners. They have a genuine sense of fairness, are willing to give things a go both as individuals and as part of a team, and enjoy the challenges involved in learning. We have high expectations of our students and encourage them to reach their full potential by equipping them with the skills and dispositions they will need in the future.</p> <p>The staff at WNPS are dedicated, and professional, with a strong commitment to continual growth and learning. Teams are effective and supportive, working towards cohesive teaching and learning outcomes. Classroom and specialist teachers, leadership, and support staff all work together to create successful programs. The curriculum is well-balanced, offering opportunities for all students to develop academically, physically, socially, and emotionally. It allows for differentiation and challenge in a safe learning environment. Enrichment learning activities and extra curricula programs are offered for students in a range of environments. These</p>

	<p>include; instrumental music lessons school performances and expos; swimming, camping, and interschool sport programs; wellbeing programs, and student leadership opportunities.</p> <p>Strong relationships are an important feature of our school. Our staff, students, school council, and parents work together to do their best for our school. Our continued focus is to keep the traditions of the past, maintain our emphasis on the student at the core of our work to ensure they can achieve their personal best, and continue to strive for excellence in a school where strong community links are central to our work.</p> <p>In our quest to maintain excellence, we aim to sustain high outcomes in both literacy and numeracy. One should not come to the detriment of the other. Our school's key strengths are the willingness of dedicated staff to improve student outcomes and embrace professional development and consistency in practice. Our key challenges include raising the percentage of students gaining high benchmark growth in Reading, Writing, and Mathematics on a consistent basis and increasing the percentage of students working in the top two bands of NAPLAN in writing and reading. Our future work will also focus on attaining precision in relation to the consistent implementation of the school's instructional model across all year levels and classrooms ensuring that there is a clear understanding of differentiation methods and focus on providing rich, challenging work tasks. We will be developing our student's ability to voice their learning needs and goals, becoming stronger agents for their own learning. This coupled with a focus on increasing student connectedness to school will be part of rebuilding student resilience and stamina for school post pandemic.</p>
<b>Intent, rationale and focus</b>	<p>We believe that it is the core business of our school to help every child reach their full potential. Improving student learning is an ongoing collaborative venture, achieved through shared language, common practices, mutually reinforced values, and recognised responsibility and accountability. In ensuring that each child is literate, numerate, and curious, we need to continue gathering accurate and broad data in order to establish where students' current achievements lie and measure the growth over time that our curriculum and teaching practices impact. With this knowledge, we can tailor programs and teacher capacity to maximise this growth beyond average levels and towards excellence.</p> <p>Our overall intention is that together we raise student outcomes in Reading, Writing and Mathematics and develop true Student Voice and Agency. Striving for Excellence in Teaching and Learning by building teacher capacity and therefore growing consistency of practice. The school aim increase the overall Positive Climate for Learning through increasing student engagement and voice in learning. The review panel agreed that the whole school shift towards a Professional Learning Community inquiry model will support the sharing of critical reflections, guide improved instructional practice, and focus professional dialogue about effective learning and teaching. Through PLC inquiry cycles we will create a deeper understanding of differentiation at the individual point of entry into learning and will also create opportunities to converse with student's about their understanding of their progress. This is vital in improving the relative growth in all learning areas.</p> <p>As a school, we use the Framework for Improving Student Outcomes (FISO 2.0) as the point of reference for developing, planning, and monitoring of our professional practice. We will be implementing regular Professional Learning Cycles to analyse and improve practice and the impact of practice on student outcomes.</p>

	<p>Throughout the course of the strategic plan, we will:</p> <ul style="list-style-type: none"> <li>• build the capacity of all teaching staff to use evidence-based strategies to drive improved professional practice</li> <li>• continue to implement and monitor the impact of High Impact Teaching Strategies (HITS) on teacher professional development and student growth</li> <li>• attain precision around the implementation of the school's instructional model.</li> <li>• reflect on and rigorously review our practices and build on our current successes.</li> <li>• deepen and embed teacher capacity to use rigorous and multiple forms of assessment and feedback to inform teaching and learning practices</li> <li>• build teacher capacity to have a consistent understanding of student feedback and reflection processes to increase student agency, voice and leadership</li> <li>• hold each other to account, having high expectations of ourselves, our students, and our community.</li> <li>• review, develop and implement a coherent whole-school approach to student health, wellbeing, and inclusion</li> </ul> <p>In summary, the key directions for the next School Strategic plan will focus on:</p> <ul style="list-style-type: none"> <li>• Learning growth for every student in English and Mathematics.</li> <li>• Developing curious and empowered students who act as autonomous agents for their own learning.</li> <li>• Further development of students to be actively engaged in and connected to their learning.</li> <li>• Continuing to develop respectful and resilient students who display growth mindsets and whose behaviour and conduct are reflective of the school values.</li> </ul>
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<b>Goal 1</b>	To improve student outcomes in literacy
<b>Target 1.1</b>	By 2026, increase the percentage of Year 5 students achieving at or above benchmark growth in NAPLAN <ul style="list-style-type: none"><li>• Reading from 66% (2021) to 90%</li><li>• Writing from 78% (2021) to 90%</li></ul>
<b>Target 1.2</b>	By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN Reading from 20% in 2021 to 32%
<b>Target 1.3</b>	By 2026 the percentage of students assessed in the top two NAPLAN bands in Writing will increase <ul style="list-style-type: none"><li>• in Year 3 from 61 percent in 2022 to 65 percent</li><li>• In Year 5 from 34 per cent in 2022 to 43 per cent</li></ul>
<b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop the capacity to use data and evidence to inform differentiation and challenge

<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed systematic, rigorous assessment practices in writing to obtain and provide feedback on student learning and attainment
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent whole school evidence-based approach to literacy
<b>Goal 2</b>	To improve student outcomes in Numeracy
<b>Target 2.1</b>	By 2026 increase the percentage of Year 5 students achieving at or above benchmark growth in NAPLAN Numeracy from 78 per cent (2021) to 90 percent
<b>Target 2.2</b>	By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN Numeracy from 17 per cent in 2021 to 35 per cent
<b>Target 2.3</b>	By 2025, the percentage of students assessed in the top two NAPLAN bands in Numeracy will increase <ul style="list-style-type: none"> <li>• In Year 3, from 40 per cent in 2022 to 55 per cent</li> <li>• In Year 5 from 32 per cent in 2022 to 40 per cent</li> </ul>
<b>Key Improvement Strategy 2.a</b>	Embed a whole-school, evidence-based approach to Numeracy

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop the capacity to use data and evidence to inform differentiation and challenge
<b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a consistent approach to curriculum planning and documentation across the school
<b>Goal 3</b>	To improve student agency and voice in learning and wellbeing
<b>Target 3.1</b>	By 2026, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measure of student voice and agency will increase from 57 percent (2022) to 76 percent
<b>Target 3.2</b>	By 2026, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measure motivation and support factor will increase from 71 percent (2022) to 76 percent
<b>Target 3.3</b>	By 2026, the percentage of parents reporting positive endorsement in the Parent Opinion Survey motivation and interest measure will increase from 79 percent in 2021 to 85 percent.



<b>Key Improvement Strategy 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student voice and agency, and leadership to strengthen student participation and engagement in learning
<b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion
<b>Key Improvement Strategy 3.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed positive mental health approaches across the school