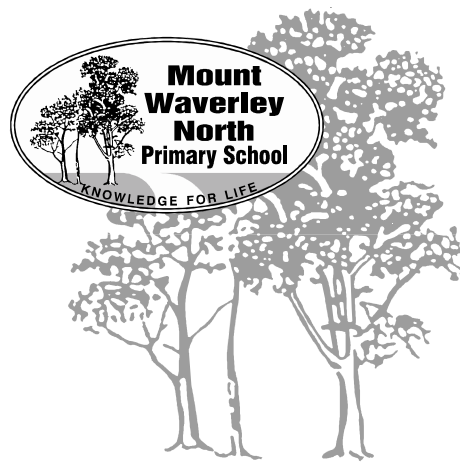


# Mount Waverley North Primary School 5430

---

## School Strategic Plan 2009 -2012



---

<b>Endorsement by School Principal</b>	SIGNED..... NAME: Robyn James DATE: March 2009
<b>Endorsement by School Council</b>	SIGNED..... NAME: Lance Lloyd DATE: March 2009 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
<b>Endorsement by Regional Director (or nominee)</b>	SIGNED..... NAME..... DATE.....

# School Profile

<b>Purpose</b>	<p>To provide a learning environment that facilitates the healthy and whole development of every child so that they have the knowledge, skills and resiliency to be successful in a rapidly changing world.</p>
<b>Values</b>	<p>At Mount Waverley North Primary School we promote a learning environment that engages all students, families and staff in working together as a learning community. The following values are important in achieving this:</p> <ul style="list-style-type: none"><li><b>Teamwork</b> - Working together to solve problems and complete tasks.</li><li><b>Respect</b> – Having regard for yourself and others and for the property of others.</li><li><b>Relationships</b> – The development of a strong school / family partnership through open communication. This includes the development of partnerships outside the school community which are mutually beneficial.</li><li><b>Integrity</b> – Being honest, sincere, fair and true to oneself.</li><li><b>Initiative</b> – Responding to opportunities and problems with enterprise, foresight and creativity, with a focus on reaching a solution.</li></ul>

## Environmental Context

### Social – community and demographics

- approximately 50% of the community do not have English as their first language
- approximately 44% of students speak a language other than English at home
- we welcome international students. Some attend for several years, while others for as short as a term
- Mount Waverley North Primary School has an extremely professional staff team
- Out of School Hours Care is provided before and after school and during vacations.
- approximately 70% of families have accessed our Out of School Hours Childcare programs
- school facilities are hired by a variety of individuals and groups – including the Victorian School of Ballet (who use our hall six days a week), Syndal Netball Association, Auskick and AMES
- we have a Chaplain who attends the school two days per week
- our students have access to Kid's Hope mentors, provided through the Syndal Baptist Church
- our school runs a Fair every odd year, usually in November
- we have an active and highly supportive Parents and Friends Association, who conducts most of the fundraising for the school as well as community activities, and School Council

### Educational

- Tribes is being introduced throughout the school in 2009
- several staff have accessed TPL
- we provide an extensive and varied curriculum
- our school holds a concert every even year, which provides every student the opportunity of performing on stage
- we have one term every year where we run a whole school curriculum focus. As part of the celebration of our learning we organise a community event
- we offer our students a broad range of extra-curricular activities.
- we provide our students access to programs that encourage the development of a gift or talent
- we support ESL students through a trained ESL teacher and ESL Aide
- we operate in Multi Age classrooms from Years 1 to 6
- we provide a range of activities and programs to highlight environmental studies

## **Technological**

- approximately 80% of students have access to a computer at home
- classrooms are equipped with desktop computers and have access to laptop computers, digital cameras, digital video cameras, Digital Blue cameras and robotics
- teachers are being encouraged to include new technologies in to their programs, including web 2.0 and Interwrite pads and OniFinity units for electronic whiteboard access
- each classroom has a data projector

## **Environmental – grounds and facilities**

- dedicated staff planning spaces and flexible learning spaces are being planned for in the future
- all classroom spaces are heated and air-conditioned
- an extensive range of play spaces for children including 2 oval areas, basketball/netball courts, fitness track, sand pit and adventure playgrounds
- planning is underway to revitalise the gardens and redefine paved areas.
- a sub-ground irrigation system has been installed on our school oval
- water tanks have been installed for use by student toilets and to water the oval
- boiler room spaces have been converted to much needed storage and withdrawal spaces
- we have a school hall that is used for school programs and for hire
- we have a multi-purpose space providing teachers with the ability to use a large flexible space for single or multiple classes to work
- a large kitchen has been built for use by the OSHC programs and classrooms
- a bike shed has been built through the combined use of the 'Go For Your Life' grant and locally raised funds

# Strategic Intent

	Goals	Targets	Key Improvement Strategies																									
<p><b>Student Learning</b></p>	<p><i>To improve and maximize student learning across the whole curriculum with a particular emphasis on Literacy and Numeracy.</i></p>	<ul style="list-style-type: none"> <li>By 2012, the following % of the deemed capable students in Levels 1 to 4 be rated A-B in Reading, Writing, Speaking &amp; Listening and Number <table border="1" data-bbox="416 763 603 1402"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>SP&amp;L</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>35</td> <td>35</td> <td>20</td> <td>30</td> </tr> <tr> <td>L2</td> <td>50</td> <td>35</td> <td>20</td> <td>30</td> </tr> <tr> <td>L3</td> <td>50</td> <td>35</td> <td>35</td> <td>35</td> </tr> <tr> <td>L4</td> <td>45</td> <td>40</td> <td>35</td> <td>50</td> </tr> </tbody> </table> </li> <li>By 2012, 80% of students at Year 5 achieving at Band 6 or higher in Reading and Numeracy</li> <li>By 2012, 90% of students at Year 3 achieving at Band 4 or higher in Reading and Numeracy</li> <li>By 2012, the school mean in Teacher Effectiveness, Stimulating Learning and Learning Confidence components of the Attitudes to School Survey to be at or above 4.40</li> <li>By 2012, the variable score in Professional Interaction and Professional Growth components of the Staff Opinion Survey to be at or above 4.35</li> <li>By 2012, the variable score in Appraisal and Recognition component of the Staff Opinion Survey to be at or above 4.0</li> <li>By 2012, the school mean in General Satisfaction and Stimulating Learning components of the Parent Opinion Survey to be at or above 5.50</li> </ul>		Reading	Writing	SP&L	Number	L1	35	35	20	30	L2	50	35	20	30	L3	50	35	35	35	L4	45	40	35	50	<ul style="list-style-type: none"> <li>To develop a whole school approach to teaching and learning</li> <li>To strengthen the Performance and Development Culture of the school</li> </ul>
	Reading	Writing	SP&L	Number																								
L1	35	35	20	30																								
L2	50	35	20	30																								
L3	50	35	35	35																								
L4	45	40	35	50																								

<p><b>Student Engagement and Wellbeing</b></p>	<p><i>To ensure students are engaged in their learning, and feel safe and connected to school, thus promoting positive student attitudes and behaviours that are likely to support academic excellence.</i></p>	<ul style="list-style-type: none"> <li>• By 2012, the school mean for student absence be at or below 10 days absent per student</li> <li>• By 2012, the school mean in School Connectedness and Connectedness to Peers components of the Attitudes to School Survey to be at or above 4.25</li> <li>• By 2012, the school mean in Student Safety component of the Attitudes to School Survey to be at or above 4.10</li> <li>• By 2012, the school mean in Student Motivation component of the Attitudes to School Survey to be at or above 4.50</li> <li>• By 2012, the % of the deemed capable students in years 3 to 6 be rated A-B in Personal Learning be <table border="1" data-bbox="742 840 817 1321"> <thead> <tr> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>35</td> <td>20</td> </tr> </tbody> </table> </li> <li>• By 2012, the difference between year 5 boys and girls in the Student Morale and Student Distress (Wellbeing) components of the survey be less than 8.5% and 5% respectively</li> <li>• By 2012, the difference between year 5 boys and girls in the Stimulating Learning (Engagement) component of the survey be less than 12%</li> </ul>	Year 3	Year 4	Year 5	Year 6	20	20	35	20	<ul style="list-style-type: none"> <li>• To improve school design and organisation for teaching and learning</li> </ul>
Year 3	Year 4	Year 5	Year 6								
20	20	35	20								
<p><b>Student Pathways and Transitions</b></p>	<p><i>To ensure informed and effective transitions for all students at all stages of schooling.</i></p>	<ul style="list-style-type: none"> <li>• By 2012, the school mean in the Transition component of the Parent Opinion Survey to be at or above 5.35</li> </ul>	<ul style="list-style-type: none"> <li>• To improve transition processes between levels within the school</li> </ul>								

# SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
<b>Key Improvement Strategy 1</b> <ul style="list-style-type: none"> <li>To develop a whole school approach to teaching and learning</li> <li>To strengthen the Performance and Development Culture of the school</li> </ul>	2009 <ul style="list-style-type: none"> <li>Explicit teaching and differentiated curriculum created, including enrichment programs for our more able students</li> <li>All teachers will participate in moderation within and across levels</li> <li>Professional learning focus on Literacy, reading, and Assessment and Reporting</li> <li>Share responsibilities and provide opportunities for distributed leadership</li> </ul>	<ul style="list-style-type: none"> <li>Differentiation evident in VELS planners and assessment tasks</li> <li>Continue to use data in Performance Plans</li> <li>School wide agreement in ILP process</li> <li>Student involvement in enrichment programs</li> <li>Moderation undertaken at level meetings</li> <li>Evidence of improved planning, teaching and assessment of reading in planning documents</li> <li>Use data to inform explicit teaching and differentiated curriculum</li> <li>Assessment schedule published</li> <li>All new staff participate in induction and have a mentor appointed</li> <li>Review of performance plans and process</li> <li>Increase in staff involvement in decision making</li> </ul>
	2010 <ul style="list-style-type: none"> <li>Review practices around differentiation</li> <li>Professional learning focus on Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use data in Performance Plans</li> <li>Use of ILPs is evident</li> <li>Student involvement in enrichment programs</li> <li>Maths planning shows evidence of practical strategies being used for engaging students in Mathematics</li> </ul>

	2011	<ul style="list-style-type: none"> <li>• Share responsibilities and provide opportunities for distributed leadership</li> <li>• Maintain focus on differentiated curriculum</li> <li>• Professional learning focus on Literacy, writing</li> </ul>	<ul style="list-style-type: none"> <li>• Performance plans and process team based</li> <li>• Differentiation evident in VELS planners and assessment tasks</li> <li>• Teams use data in Performance Plans</li> <li>• Student involvement in enrichment programs</li> <li>• Evidence of improved planning, teaching and assessment in writing</li> </ul>
	2012	<ul style="list-style-type: none"> <li>• Maintain focus on differentiated curriculum</li> <li>• Conduct School Self Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation evident in VELS planners and assessment tasks</li> <li>• Teams use data in Performance Plans</li> <li>• Student involvement in enrichment programs</li> <li>• School self evaluation and review</li> </ul>

<p><b>Key Improvement Strategy 2</b></p> <ul style="list-style-type: none"> <li>To improve school design and organisation for teaching and learning</li> </ul>	<p>2009</p>	<ul style="list-style-type: none"> <li>Professional learning focus on Tribes</li> <li>Adoption of innovative use of ICT to drive and support student learning, engagement and motivation</li> <li>Embed the Personal Learning domain into curriculum planning and teaching practices</li> <li>Student Leadership Group focussed discussion around enhancing student leadership skills</li> <li>TPL teams investigate alternate learning structures and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Tribes process implemented in all classrooms</li> <li>Continue to use epotential survey data in performance plans</li> <li>ICT evident in unit planning</li> <li>Relevant professional learning undertaken by staff</li> <li>Planning documents include Personal Learning Domain</li> <li>Documented goal setting, self-assessing and reflecting by students</li> <li>Action plan developed based on discussion with students</li> <li>TPL teams trial ideas and report to whole staff</li> <li>Building modifications made to L4 unit to enhance the learning environment</li> </ul>
	<p>2010</p>	<ul style="list-style-type: none"> <li>Enhance student leadership skills</li> <li>Establish focus groups of students to investigate results of the student Attitude to Schools Survey.</li> <li>Embed the Personal Learning domain into curriculum planning and teaching practices</li> </ul>	<ul style="list-style-type: none"> <li>Implement Action Plan developed in 2009</li> <li>Recommendations from focus groups reported to staff and actions planned</li> <li>Planning documents include Personal Learning Domain</li> <li>Documented goal setting, self-assessing</li> </ul>

		<ul style="list-style-type: none"> <li>• Cater for gender interests when planning curriculum to ensure engagement and well being of students</li> <li>• TPL teams implement modified learning structures and strategies and investigate the possibility of accessing funds through Better Schools Fund</li> </ul>	<p>and reflecting by students</p> <ul style="list-style-type: none"> <li>• Relevant professional learning undertaken by staff</li> <li>• Planning for gender differences evident in planners</li> <li>• Buildings refurbished to facilitate whole school modification of learning structures and strategies</li> </ul>
	2011	<ul style="list-style-type: none"> <li>• TPL teams lead modified learning structures and strategies throughout the school</li> <li>• Review use of ICT to drive and support student learning, engagement and motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Buildings refurbished to facilitate whole school modification of learning structures and strategies</li> <li>• Teachers supported in visiting each others classrooms</li> <li>• Continue to use epotential survey data in performance plans</li> <li>• Planners reviewed</li> </ul>
	2012	<ul style="list-style-type: none"> <li>• Enhance student leadership skills</li> <li>• Learning structures and strategies reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Review Action Plan and make changes as required</li> <li>• Whole staff discussion groups recommendations and changes made as required</li> </ul>

<p><b>Key Improvement Strategy 3</b></p> <ul style="list-style-type: none"> <li>To improve transition processes between levels within the school</li> </ul>	<p>2009</p>	<ul style="list-style-type: none"> <li>Improve the quality of liaison and communication between the preschools and the school and between the school and secondary college(s)</li> <li>Target the transition questions on the parent opinion survey for specific review, understanding and improvement as required</li> <li>Survey Year 5 and 6 students to assess their views and needs about moving onto secondary college</li> <li>Develop a process by which student achievement can be tracked and monitored</li> </ul>	<ul style="list-style-type: none"> <li>Survey conducted of Prep parents</li> <li>Focus group discussions held with parents</li> <li>Develop Action Plan</li> <li>PFA and SC review Parent Opinion Survey results related to Transition</li> <li>Recommendations used to develop Action Plan above</li> <li>Survey results used to plan transition strategy for year 6 students</li> <li>Review process for handing over assessment and other information on students</li> </ul>
	<p>2010</p>	<ul style="list-style-type: none"> <li>Formalise the timeline and procedures used by teachers to exchange information about students</li> <li>Explore the use of digital portfolios</li> <li>Improve transition process in to and out of the school</li> </ul>	<ul style="list-style-type: none"> <li>Implement a more formal process for handing over assessment and other information on students</li> <li>Digital Portfolios trialled in one VELS level and evaluated (possible TPL team)</li> <li>Action Plan Implemented</li> </ul>
	<p>2011</p>	<ul style="list-style-type: none"> <li>Explore the use of digital portfolios</li> <li>Explore the use of three way conferencing as a strategy to strengthen the home/school partnership</li> </ul>	<ul style="list-style-type: none"> <li>Based on 2010 trials, implement Digital Portfolios in to another VELS level</li> <li>Conduct research (eg: TPL)</li> </ul>

	2012	<ul style="list-style-type: none"> <li>• Explore the use of three way conferencing as a strategy to strengthen the home/school partnership</li> <li>• Formalise the timeline and procedures used by teachers to exchange information about students</li> <li>• Improve transition process in to and out of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Based on 2011 research, possible implementation of 3 way conferencing in one VELS level</li> <li>• review process for handing over assessment and other information on students</li> <li>• Action Plan reviewed</li> </ul>
--	------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------