School Strategic Plan 2021-2025

Wallarano Primary School (5055)

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School vision	Teach Transform Inspire and Nurture! To build a culture of reflective practice, ambition and achievement through a strong commitment to continuous improvement.
School values	• Respect: recognising and accepting the differences in ability, race, religion and beliefs of others • Learning: developing and acquiring knowledge, skills, values and attitudes • Teamwork: working together to achieve the best possible outcomes for all • Honesty: truthfulness and open communication at all times
Context challenges	Wallarano Primary School is situated in Noble Park in the city of Greater Dandenong in the south-eastern suburbs of Melbourne, thirty-six kilometres from the Melbourne Central Business District. The school services a multicultural community with families from over forty nationalities, of which 68% are from a non-English speaking background with forty-five different languages and a small cohort of Aboriginal or Torres Strait Islanders. The school caters for a large Program for Students with a Disability (PSD) and students with a language disorder. A before and after Out of School Care program is operated on site by a registered care provider. The Student Family Occupation Education (SFOE) index was 0.5358 in 2020–21. 38% of families receive the CSEF. Enrolments are 635 students. The staffing profile consists of a principal, two assistant principals, four learning specialists, thirty-seven full time equivalent (FTE) teachers and thirty-six (FTE) Education Support (ES) members. The school provides an approved curriculum framework based on the Victorian Curriculum and differentiated to meet student needs. The school's curriculum is rich and relevant and promotes lifelong learning and local and global citizenship. Digital technology is an integral component of the curriculum. Students participate in specialist programs that include digital technologies, visual and performing arts, physical education, health. and Languages Other the English (LOTE) in Italian. The school facilities consist of a renovated light timber construction building, modular relocatable classrooms, a gymnasium, and a multi-sensory room. Within these buildings there are classrooms with flexible learning spaces, a library, visual and performing arts spaces and an Out of School Hours Care program room. The grounds include three separate adventure playgrounds and gardens. There is also landscaping that includes a Gumnut garden that is used for outdoor learning activities. The school anticipates that a Science, Technology, Engineering and Mathematics (STEM) centre will be constructed in the earlier part of the next school strategic plan period. The 2021 Parent Satisfaction rating at 94% and student attendance at 88% with 69% of those students with 0.5-9 days absent. The school has a large integration program with 43 funded students. Inclusion and equity for all students is a major emphasis for

children with additional needs - high achievement; low achievement; Living out of Home; Koori; medical conditions and PSD Funded - all having Individual Learning Plans to ensure personalized and individual attention is given to all learning needs.

The curriculum is evidence-based with various curriculum innovations. The curriculum is designed to encourage a sense of curiosity by ensuring connections between students, to the school, its values and the future. The core skills of literacy and numeracy are central to this. The curriculum provides opportunities and resources for student enrichment and extension options. Teachers use summative and formative tools and multiple sources of data that guide the accuracy of teacher assessment of student achievement. New inquiry units have been designed, as well as assessment and reporting rubrics for teaching and learning programs. These units promote student ownership of learning and give added relevance to literacy and numeracy skills.

To enhance staff curriculum knowledge programs have been documented for reading and writing, formative assessment rubrics / roadmaps, whole school and team writing moderation practices. Staff participate in professional learning to build their knowledge of the Victorian Curriculum, in data literacy, including NAPLAN, and sessions to build teacher capabilities to effectively implement the Curriculum, Pedagogy, Assessment and Reporting (CPAR). There is a whole school focus on reading pedagogy and assessment. As a result, strategies are implemented including, professional learning in the process of reading, consistency in lesson structure and the explicit teaching of reading using the modelled, shared and guided approaches. Reading curriculum roadmaps from Foundation to Level 8 have been introduced. A benchmark assessment system, for reading and comprehension with baseline data has been introduced for all students.

There is a focus on students using technology for learning. This is supplemented by effective resourcing with qualified staff, the creation of a technology team and the purchase of innovative equipment including a 1:1 student iPad program. The Design Thinking Model, STEM challenges and STEM clubs being introduced. Teachers participate in professional learning which emphasises coding skills and the Digital Technologies curriculum with connections to industry and real-life situations. A STEM / science coach has been appointed to build teacher capability to embed science / inquiry with technologies into learning. Students engage in critical and creative thinking and problem-solving using drone technology. Students enjoy a level of challenge in inquiry and the ongoing and immediate support from their teachers. There is engagement and confidence of teachers and students in digital learning.

Students' tasks are planned for ability groups based on assessments and these are organised to be flexible to reflect student needs. Students enjoy it when their learning tasks are made challenging and when they are offered choice in their learning, particularly in inquiry.

To complement the aspirational and innovative curriculum the school leadership have developed and nurtured a culture of high expectations for all staff with high expectations for student achievement, attitudes and behaviour. The development of the School Wide Positive Behaviour (SWPB) program is being developed to provide valuable strategies that focus on behaviour education as opposed to behaviour management. All staff are committed to encouraging students to self-regulate and consent rather than comply through coercion. The introduction of the health program to the curriculum by the wellbeing team provides the links to improving student social and emotional health. There is a strong sense of teamwork both from the school leadership and the various staff teams, and this is enhanced by a strong commitment by all staff to support each and every child to learn.

The success of the implementation of the whole school curriculum is evidenced in the positive perceptions of students, staff and parent in the 2021 review forums and in the Department of Education (DET) surveys. The school has achieved significant improvement over the review period in the percentages of positive responses for most factors, well above similar schools, network

	schools and the state means.
Intent, rationale and focus	Wallarano is committed to providing a rich, relevant curriculum that promotes lifelong learning, local and global citizenship and enables students with the attributes necessary to thrive in the 21st century. Digital Technology is a fundamental component of Wallarano's teaching and learning, where state of the art technology and professional learning equip teachers with transformative skills and develops students that are innovative and confident in an ever changing world.
	Wallarano has made wonderful progress in many areas of student learning, engagement and wellbeing and would like to further enhance and improve many existing initiatives. We have made an excellent start to developing students thinking skills in mathematics and science but still have a great deal of work to do in the areas. We would like to interconnect all that we do throughout this Strategic Plan in order to achieve our overarching goal of improved student learning. Literacy skills underpinning students articulation of their feelings and thinking in science and numeracy, digital technologies providing a vehicle through which children can transfer their learning in science and numeracy into authentic problem solving and innovative activities; 21st century pedagogy enhancing all learning and imperative to the success of all this - strong and cohesive leadership.
	The school has developed an aspirational and innovative curriculum particularly with the focus on inquiry and Science, Technology, Engineering and Mathematics (STEM) skills and capabilities.
	The enhancement of the school wellbeing program has improved student engagement and learning growth and the development of the school's social skills program, and the regular celebration of students' achievements has had a positive impact on students' social skills and behaviour. •
	The school will continue to:
	- evaluate how to build staff understanding and strategies to build practice excellence and have high expectations in achievement for all students, including those with additional learning needs.
	- to continue to focus on providing Inclusion and equity for all students especially students with additional needs including those living in out of home care; indigenous, those with medical conditions and PSD funded students
	Priorities for the 2022-2025 Strategic Plan
	Goal 1: Optimise student learning growth and performance in literacy and numeracy. The school to measure the progress of this goal in student learning growth in NAPLAN benchmark growth.
	Goal 2: Create an environment that empowers students to have active agency in their learning.
	Goal 3: Strengthen the engagement and wellbeing of all students with responsive, tiered and contextualised approaches will continue to build strong relationships that enhance student learning and inclusion.
	The 2021-2025 Strategic Plan will be carefully planned over the four years to ensure cohesiveness between priorities and ensure there are no stand alone curriculum areas. Student agency will be embedded in all curriculum areas as will student engagement and well-being. STEM and Design Thinking Challenges will continue to provide students an authentic and purposeful pathway to use their literacy, mathematical, scientific, digital and creative [engineering] skills.

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Goal 1	Optimise student learning growth and performance in literacy and numeracy.
Target 1.1	NAPLAN Top two bands By 2025 increase the 2021 percentage of Year 3 students achieving in the top two bands in: • reading from 46% to 52% • writing from 40% to 48% • numeracy from 34% to 38%. By 2025 increase the 2021 percentage of Year 5 students achieving in the top two bands in: • reading from 36% to 40% • writing from 16% to 22% • numeracy from 38% to 42%.
Target 1.2	NAPLAN benchmark growth By 2025 increase the 2021 percentage of Year 5 students achieving above benchmark growth in: • reading from 39% to 41% • writing from 19% to 21% • numeracy from 34% to 37%.

Target 1.3	School Staff Survey
	By 2025 increase the 2020 percentages of positive responses to the following factors:
	School Climate module:
	- Academic emphasis from 75% to 85% - Collective efficacy from 75% to 85% - Teacher collaboration from 80% to 85%.
	Teaching and Learning Practice Improvement module:
	- Professional learning through peer observation from 63% to 75% - Seek feedback to improve practice from 75% to 85%.
	Teaching and Learning Evaluation module:
	Understand how to analyse data from 75% to 85%.
Key Improvement Strategy 1.a Building practice excellence	Embed agreed processes for coaching, peer observations and feedback that challenge staff to regularly reflect and improve on their practice.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to evaluate through moderation practices and plan for differentiated, adaptive, student-centred learning.
Key Improvement Strategy 1.c Curriculum planning and assessment	Enrich teachers' repertoire of formative assessment techniques and build on their understanding and application of the curriculum roadmaps and learning progressions.
Goal 2	Create an environment that empowers students to have active agency in their learning.

| Target 2.1 | Attitude to Schools Survey

By 2025 increase the 2021 percentages of positive responses to the following component of the Student voice and agency factor:

- I have a say in the things I learn from 76% to 80%
- At this school, I help decide things like class activities or rules from 69% to 80%
- I am encouraged to share my ideas / My teacher thinks my ideas are good from 72% to 80%.

By 2025 increase the 2021 percentages of positive responses to the following factors:

- Motivation and interest from 86% to 90%
- Sense of confidence from 80% to 85%
- Perseverance from 82% to 85%. |
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| Target 2.2 | Parent Opinion Survey

By 2025 increase the 2020 percentages of positive parent responses to the following factors:

- Student agency and voice from 88% to 90%
- Student motivation and support from 87% to 90%. |
| Target 2.3 | School Staff Survey

By 2025 increase the percentages of positive responses to the following Teaching and Learning – Evaluation Module factor:

- Use student feedback to improve practice from 88% (2020) to 90%. |

Key Improvement Strategy 2.a Building practice excellence	Develop and implement common language, understanding and practices for student voice and agency.
Key Improvement Strategy 2.b Empowering students and building school pride	Develop staff capacity to activate student agency in classroom learning experiences.
Key Improvement Strategy 2.c Empowering students and building school pride	Build student capacity to identify, track and measure their own learning goals and growth.
Goal 3	Strengthen the engagement and wellbeing of all students.
Target 3.1	Attitude to School Survey By 2025 increase the 2021 percentages of positive responses to the following factors: - Perseverance from 82% to 85% - Effective classroom behaviour from 83% to 85% - Sense of confidence from 80% to 85% - Managing bullying from 84% to 86% - Respect for diversity from 84% to 86% - Teacher concern from 74% to 80%.
Target 3.2	Parent Opinion Survey By 2025 increase the 2021 percentages of positive responses to the following factors:

	• Non-experience of bullying from 74% (2021) to 80% • Teacher communication from 79% (2021) to 85%.
Key Improvement Strategy 3.a Health and wellbeing	Develop, implement and embed an agreed whole-school approach to student health, wellbeing, inclusion and engagement.
Key Improvement Strategy 3.b Health and wellbeing	Build capacity of staff to effectively deliver the school's agreed processes for School Wide Positive Behaviours (SWPB) that includes a shared approach to behaviour education.