School Strategic Plan 2022-2026

Wangala Primary School (4983)

Wangala
PRIMARY SCHOOL

Submitted for review by Steven King (School Principal) on 23 October, 2022 at 11:28 AM
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Endorsed by Chelsea Thompson (School Council President) on 24 October, 2022 at 02:34 PM

VICTORIA State Government | Education and Training

School Strategic Plan - 2022-2026

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School vision	Wangala Primary School empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.
School values	Wangala Primary School recognises the importance of partnership between schools and parents and carers to support student learning, engagement, and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe, and orderly environments for all. The school values for learning of caring, respectful, future focused and community minded, underpin all decisions made by the school, centred on our students. We provide educational programs that support the development of the whole child, while preparing them to face life in a future unknown, skilled with the strategies to problem solve and navigate their world. We provide students with the means to be contributors to society and to be caring and supportive of others.
Context challenges	Students not making expected growth as they progressed through the school is identified as a key challenge for Wangala Primary School. As a smaller school focused on individual learning goals for students, a continued focus on building teachers' curriculum and assessment knowledge to inform their planning and teaching of differentiated learning for students is the identified need to increase individual growth and progression. With a strong focus on wellbeing developed in the last two years, the need to ensure this is consistently embedded across all classrooms is a must. In addition, a continued focus on extracurricular programs and teaching strategies to build learner agency will further enhance students' engagement at the school. Attendance remains a key challenge for Wangala Primary School, with further supports needing to be provided for individual attendance issues.
Intent, rationale and focus	Wangala Primary School aims to maximise the learning growth of all students and to improve the wellbeing and engagement of all students. This is important to Wangala Primary School to ensure that all students have the opportunities to achieve to their best potential by being supported and challenged at their point of need. Furthermore, this intent is important to ensure that students feel supported to take risks and to find enjoyment in the things that they do at school. To achieve his, Wangala Primary School aims to prioritise, review, and strengthen our instructional models, to build teachers' use of assessment to inform differentiation, and to improve data efficacy through Professional Learning

	Communities. We aim to embed and strengthen our wellbeing strategies, build staff capacity to enhance students' voice and agency, and review and strengthen strategies to improve student attendance.

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Goal 1	Maximise learning growth for all students.
Target 1.1	By 2026, increase the percentage of students making at or above Benchmark Growth in NAPLAN from Year 3 to Year 5 for: • Reading from 67 per cent in 2021 to 75 per cent • Writing from 67 per cent in 2021 to 75 per cent • Numeracy from 75 per cent in 2019 to 80 per cent.
Target 1.2	By 2026, to increase the percentage of Prep to 6 students at each year level, making at or above expected growth on the Victorian Curriculum over one year, as assessed by teachers, in Semester 2 for: • Reading and Viewing from 74 per cent in 2021 to 80 per cent • Writing from 75 per cent in 2021 to 80 per cent • Number and Algebra from 64 per cent in 2021 to 70 per cent.
Target 1.3	By 2026, increased the positive endorsement on the School Staff Survey for the factors of: • Collective efficacy from 77 per cent in 2021 to 82 per cent • Academic emphasis from 63 per cent in 2021 to 70 per cent • Understand how to analyse data from 50 per cent in 2021 to 70 per cent.
Key Improvement Strategy 1.a	Review and strengthen the school's instructional models.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teachers' use of assessment to inform differentiation.
Key Improvement Strategy 1.c 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	Improve data efficacy through Professional Learning Communities.
Goal 2	Improve the wellbeing and engagement of all students.
Target 2.1	By 2026, increase the percentage of positive endorsement for the following AtoSS factors: • Differentiated learning challenge from 73 per cent in 2021 to 80 per cent • Effective classroom behaviour from 64 per cent in 2021 to 70 per cent • Effective teaching time from 80 per cent in 2021 to 85 per cent • Stimulated learning from 44 per cent in 2021 to 75 per cent • Attitudes to attendance from 79 per cent in 2021 to 85 per cent • Student voice and agency from 47 per cent in 2021 to 70 per cent • Sense of connectedness from 65 per cent in 2021 to 80 per cent

	• Self-regulation and goal setting from 69 per cent in 2021 to 80 per cent.
Target 2.2	By 2026, increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: • Stimulating learning environment from 80 per cent in 2021 to 85 per cent • Student Motivation and support from 80 per cent 2021 to 85 per cent • Student agency and voice from 80 per cent in 2021 to 85 per cent.
Target 2.3	By 2026, reduce the number of 20 or more days absent from school over a school year for: • all students from 45 per cent in 2021 to 28 per cent • equity funded students from 55 per cent in 2021 to 40 per cent • Aboriginal students from 67 per cent in 2021 to 50 per cent.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed and strengthen the school's wellbeing strategies.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build staff capacity to enhance students' voice and agency.
Key Improvement Strategy 2.c	Review and strengthen strategies to improve student attendance.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	