

WALLISTON PRIMARY SCHOOL

STRATEGIC PLAN 2018 - 2020

AIM HIGH SINCE 1970



COMMUNITY • CREATIVITY • CONNECTION

SCHOOL VISION



At Walliston Primary we “**Aim High**” by providing a supportive, professional, skilled and engaging environment. Our students will grow as learners and demonstrate respect and kindness to support each other as a strong community, and become healthy life-long learners in a global society and work towards realising their dreams.



SCHOOL CONTEXT

**I enjoy the little things at
our school, like ringing
the bell, building cubbies
in the bush and knowing
kids from all year levels
Georgia**

Walliston Primary School opened in 1970 after lobbying from the local community with a student population of 86 and three staff. The community was instrumental in the setting up of the school oval and the planning of the grounds. This tradition continues at Walliston Primary School today with a high level of community engagement in many of the school programs.

Walliston Primary School is located in a bushland setting at one of the highest points in the hills, east of the city of Perth. Our school motto “Aim High” refers not only to our geographical location but to the expectations we place upon ourselves as educators and our expectations of our students. A large amount of retained natural bush and native shrubs enhance the spacious school grounds. Walliston Primary School is a pleasant place in which to learn and to work. Our school has built a reputation for care, equity and excellence. Students and staff are proud of the results and the high standards that are consistently achieved.

Our school operates with a focus on the child and their capacity to learn in different ways at different stages of their schooling. Learning is more than an academic pursuit; it is a ‘total picture’, which provides a balance between a student’s intellectual, physical, emotional and relational needs. This is reflected through our play-based Curriculum in the early years through to the use of collaborative activities, technology and explicit instruction as children move through the school.



SCHOOL CONTEXT

Our school strategic plan has been developed in conjunction with students, staff, parents and members of the wider community. It sets a clear strategic future for the next three years, which will support our students to be successful lifelong learners. Our Priorities are centred around the key Curriculum Areas of Literacy and Numeracy as these are the corner stones of building solid understandings in other learning areas. Our other Priorities are developing 21st Century Teaching and Learning environments and building Emotional Intelligence with our student group.



The strategies and milestones contained in this plan indicate the level of progress towards achieving our three priorities:

1. **Literacy & Numeracy**
2. **Future Focused Learning**
3. **Emotional Intelligence**

In each priority we will establish a whole school approach that is in line with our School Vision and the Department of Education (DoE) Strategic Direction for Schools, High Performance – High Care. DoE Focus priorities; Success for all students; High quality teaching; Effective leadership; and Strong Governance will be integrated through our school's three priorities and operational plans.

MISSION BELIEFS EXPECTATIONS



MISSION

The “Walliston Way” describes our school wide pedagogy and provides all with a consistency of teaching, learning and assessment. Our Mission at Walliston Primary is to work together as a learning community to develop, “The Walliston Way” with a focus on

- **COMMUNITY**
- **CREATIVITY**
- **CONNECTION.**

THE WALLISTON WAY

Our mission at Walliston Primary School is to integrate the “Walliston Way” with the Department of Education’s “High Performance-High Care” Strategic Planning. Our beliefs are consistent with ‘Classroom First’ that embody a strong school culture on focusing on the success for all students at Walliston Primary School.

OUR BELIEFS

Our beliefs are that every child is capable of successful learning; every staff member is an effective educator and that we develop a positive school culture around strong leadership and strong partnerships with our community.

OUR BEHAVIOURAL EXPECTATIONS

To meet our school vision we have created School Wide Positive Behaviour Support (PBS) Guidelines. The purpose of which, is to develop and implement School wide Behaviour Support to improve behaviour, teach social skills and foster a positive attitude towards learning to achieve higher educational outcomes. It is our intention that this will develop a school culture which is consistent and based on a common language which is used by all.

Our Behaviour Expectations are:

- **WE ARE RESPECTFUL**
- **WE ARE LEARNERS**
- **WE ARE KIND**

PRIORITY 1: LITERACY AND NUMERACY



We aim to provide solid evidence based teaching experiences which will enable all our students to reach their full potential. Walliston Primary School has a range of levels of student achievement and by providing quality teaching aimed at improving student outcomes we will ensure that all of our students are demonstrating improvement throughout the year.

Our high achievers are catered for through well planned in-class activities which extend them both vertically and horizontally. Students who are experiencing difficulties are provided with assistance through targeted and well planned intervention programs provided by highly trained staff.

TARGETS/ MILESTONES

- Our students perform at or above 'like' schools in NAPLAN Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.
- The proportion of Year 3 & 5 students in the top 20% of Reading, Writing and Numeracy NAPLAN assessments is to increase over the course of our strategic plan.
- Our stable cohort demonstrates progress in NAPLAN Reading, Writing, Spelling and Numeracy to match like schools.
- Evidence of Positive trends to be established in Year 5 Writing and Spelling by 2020 through the use of data from NAPLAN, Brightpath and PLD School Tracking tool.
- 70% of students to secure 1.0 progression points or above in Literacy Oral Language and Reading in their On-Entry Assessment for Year 1.
- 70% of students to progress 0.5 progression points or above in module 3 of Literacy Oral Language and Reading On-Entry Assessment.
- Track student progress from PP – Year 6, using PLD where by 75% of students to achieve the Diana Rigg Literacy Checkpoints for their year level.

PRIORITY 1: LITERACY AND NUMERACY



STRATEGIES/ MONITORING

- Consolidate evidence based whole school approaches to teaching Literacy and Numeracy.
- Teachers use system data, NAPLAN and On-Entry data including school based assessment tools, such as Brightpath, PM Benchmarks, PLD and iMaths to direct their teaching and learning programmes.
- Provide a positive, rich learning environment that engages students in a wealth of literature, language and literacy experiences.
- Strong focus on a structured synthetics phonics program and an Oral Language Programme.
- Emphasis on Gradual Release and Guiding Student Success through whole class, small group and individual instruction.
- Classroom planning aligned to strategic and operational planning and supported by performance management and development processes.
- Staff are assisted with full implementation of the Western Australian Curriculum and Assessment Outline in phase 1, 2, 3 Learning areas by targeted professional learning and capacity building support.
- Implementation of oral language screening tests in the early years to target students who have lost time in literacy.
- Maintain the use of the iMaths online resource and support resources in the teaching of Number/Algebra, Geometry/Measurement, Probability and Statistics and Proficiency Strands in Mathematics.
- Use of Numeracy and Literacy First Steps Resources when teaching strategies in Maths and English.
- Explicit teaching of basic facts to be taught throughout the school.
- Maths instruction is supported by manipulative/hands on/ real life mathematical experiences.
- Consult phase of learning teams through finance committee representatives.
- Collaborative time allocated for planning, moderations & review of class and school programs.
- Create Curriculum and Phase of Learning teams to allow for ownership and direction of school planning.
- Balance of explicit teaching and Inquiry Based Learning.
- Implement a workforce plan when selecting new staff, who display strengths towards school priorities and allow for sustainability of programmes.
- Create a workforce plan that ensures a balance of experience and skills amongst school leaders, teachers and support staff.

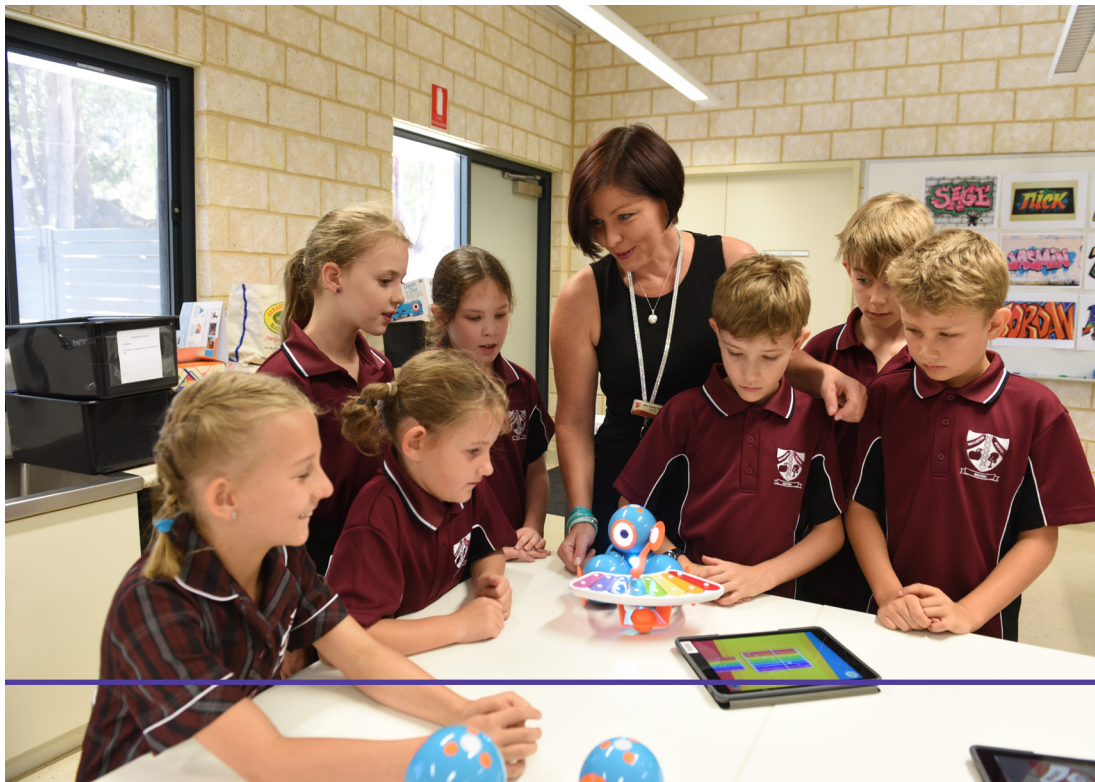




PRIORITY 2: FUTURE FOCUSED LEARNING

Walliston Primary School provides opportunities for children to be creative and innovative through an integrated, future focussed curriculum, catering for the diverse learning styles of children into the 21st Century. Our school environment is set up to provide our students with the most up-to-date technology to enable all of us to engage in providing a 21st Century learning environment. Future Focus Learning provides learning environments that are flexible for teaching and engaging for student learning.

We will establish a whole school approach to the implementation of an engaging Learning Environment in line with our school Vision and DoE Strategic Direction of Schools.



PRIORITY 2:

FUTURE

FOCUSED

LEARNING

TARGETS/ MILESTONES

- Develop Scope and Sequence documents in critical and creative thinking, cooperative learning and graphic organisers.
- Create one 'lighthouse' classroom with flexible, adaptable furniture each year.
- Create a school culture of a balanced pedagogy of a child-centred play-based learning and explicit teaching.
- Nature playgrounds will be further developed upon.
- Staff will investigate strategies which focus on increasing student engagement, including altering the physical classroom environments.

STRATEGIES

- Provide support and opportunities for staff to strengthen their professional expertise and links across year levels and learning areas.
- Cross-Curricula Priorities and General Capabilities are embedded and integrated across all learning areas and year levels.
- Promote teacher's use of innovative and creative pedagogy in classrooms, such as Kathy Walker and Inquiry Based Learning.
- Intentional Play planned for early childhood classes.
- Fully implement The Arts, Technologies and Languages curricula. Install a wireless network enabled to support portable technologies.

- Develop partnerships with other schools or networks to access Professional Learning and student initiatives.
- Explicitly teach problem solving and higher order thinking skills across all learning areas.
- Integrate digital technologies from the WA Curriculum across all year levels and learning areas.
- Implement relevant and engaging learning experiences with a focus on Science, Technology, Engineering & Maths (STEM) in classroom practice and Walliston PS Extension Group.
- ICT learning embedded in all teaching practice in all year levels and learning areas.
- Explicitly teach and apply social and ethical protocols and practices when using ICT.
- Technology is integrated into everyday learning, with interactive screens or Apple TVs in each classroom, providing all students with access to web-based resources and a variety of digital tools and virtual manipulatives.

PRIORITY 3: EMOTIONAL INTELLIGENCE

Our students are our highest priority. By providing them with the tools to develop emotional intelligence we provide them with the strategies to resolve problems and issues that arise on a daily basis. These strategies are modelled and taught by staff and are embedded in our school's culture. Students are assisted through our SAER programs, PBS Programs, Documented plans where appropriate and the programs undertaken by our school chaplain and teaching staff.



TARGETS/ MILESTONES

- All teachers implement Positive Behaviour Support, and a whole school approach is evident.
- A key milestone will be the launch of our PBS Superheroes and PBS Day
- 5 positive to one negative – aligned to White Slips and WAMO slips
- From 2018 – 2020 the total percentage of students who attend school equal to or above like schools.
- From 2018 – 2020 the percentage of students who attend regularly (90%-100) maintained at 80% and above.

“

**I love the school because
I get to meet new friends
and there are fantastic
teachers. They are fun, kind
and good at what they do.**

Ashleigh

”

STRATEGIES

- Implementation of the Positive Behaviour Support (PBS) Framework and School PBS Guidelines to demonstrate consistent expectations, rewards and consequences.
- Students' positive behaviours are celebrated through a whole school approach to recognition and incentivising.
- Continue to explicitly teach strategies that support positive well-being and social skills, through initiatives such as 'Zones of Regulation'.
- Develop a clear process and referral for identifying students at educational risk.
- Utilise staff meetings and sub-school meetings to share, mentor and reflect on best practice.
- School Chaplain supporting whole school virtues program.
- Individual case management conducted by school based psychologist and administrative team.
- Create a planned approach to student leadership.
- Self-assessed teacher practice against Australian Standards to improve performance and knowledge.
- Share 'Best Practice' of teaching and learning with colleagues at staff meetings and School Development Day.
- The Kindergarten Guidelines are fully implemented in our Kindergarten classrooms and reinforced in our 0-3 and Playgroup Programmes.
- Use of National Quality Standards across K-2 classrooms in the school.



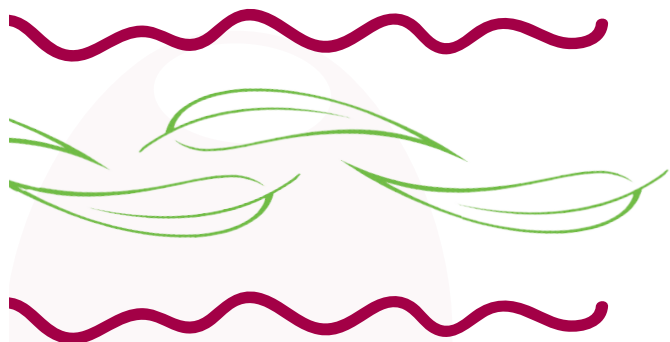
STRONG COMMUNITY PARTNERSHIPS

Walliston Primary school enrolls families, not students. The school engagement of parents with the school goes back to its foundation and is embedded in our school's culture. We regard this engagement as a priority and that it is why it appears as such each year in our planning documents.



MILESTONES

- Set an upward trend in the number of enrolments at Walliston PS to create future growth for Walliston Primary School.
- Evidence of a range of means to communicate, connect, engage and inform parents and broader community with the school.
- Evidence of a range of ways families and the school community are engaged with the school.
- The National Schools Opinion Survey results are positive for Students, Community and Staff (Each item ranks above 3.5).
- Voluntary Contributions and Charges are paid by 75% of families.
- A Language Programme that is implemented with a relationship to the heritage area of Walliston.
- School and community initiatives, such as Wally Boys, ANZAC Day Ceremonies etc.
- Strong and mutually beneficial relationships exist between Therapy Focus, Disability Service Commission, Child Protection and Family Support, Mental Health Services, City of Kalamunda and non-government agencies and beyond.



**Walliston Primary means
so much to me because
of the great opportunities
the school has given
me over the years, like
excursions, camps, choir
and the extension group.**

Max



STRATEGIES

- Use a range of strategies to communicate, connect and inform parents and the broader community.
- Draw on community expertise to enhance the range and delivery of learning experiences.
- We will collaborate with other organisations and service providers to enhance children's learning and well-being.
- Create and maintain an effective School Website and School App that actively informs the community of events and useful/relevant information.
- Celebrate Cultural diversity and inclusivity through community events
- Provide a variety of opportunities for families to engage with the school community.

- Increase the use of surveys for feedback to school on strengthening the school culture.
- Parent/caregiver open nights, concerts and information sessions are planned and regularly delivered.
- Cultural diversity within our school is celebrated through events such as NAIDOC, Harmony Day and integrated through classroom programmes.
- The P&C and staff share a relationship where mutual respect and openness feature strongly.
- P&C, School Council and school work collaboratively to develop further the Nature Play initiative.
- The School Council are actively involved in promoting the school and representing the school as a strong voice on the importance of maintaining the 'Walliston Way'.



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