

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Marie Hayes[name].....[date][name].....[date]
School council: Rebecca Cross[name].....[date][name].....[date]
Delegate of the Secretary: [name] [date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>‘Excellence Education for Every Student’</p> <p>At Warringa Park School a culture of high expectations for both staff and students underpins the school vision of ‘Excellent education for every student.’ A positive climate for learning is promoted and this is enabling students to succeed as learners and thrive. Warringa Park School is professional learning community and collaboration and collective responsibility for improving student learning outcomes is providing every student with the best possible post school option. The school engages students using voice and choice in flexible, purposeful and structured learning environments supported by the Positive Behavioural Interventions and Supports (PBIS) Program. A strong partnership with parents and the community is integral to the work of the school</p>	<p>Key to driving our vision of excellent education for every student is a focus on authentic learning and teaching and taking every opportunity to build pride in our students and our school. We are highly committed to strong partnerships with the School Council and parents. Our school values of Learning, Respect and Working Together further supported by the PBIS framework promote engagement is creating a positive climate for learning in a safe and orderly learning environment. The relentless focus on learning and teaching establish a robust sense of collective efficacy that all students can and want to learn and every staff member can make a difference to student learning. Building practice excellence in a safe and collaborative culture are the core work of a distributed leadership team and Professional Learning Teams which are the key drivers of change in instructional practice. It is in these teams that teachers collaborate, reflect on and evaluate the impact of their teaching on student learning and take collective responsibility to improve student learning outcomes. A professional learning strategy that includes leadership development, external and internal coaching, research and peer observation builds teacher and Education Support capacity to deliver purposeful teaching. Our moto of ‘imagine the possibilities’ ensures opportunities and pathways for vocational education and tertiary options.</p>	<p>Warringa Park School, a large multicultural specialist school setting is located in Hoppers Crossing. The school is situated in a growth corridor and has experienced a significant increase in enrolments over the past four years. Enrolments are drawn from the City of Wyndham and in 2017 enrolment numbers have grown to 495 students. A principal, 3 assistant principals, 6 leading teachers, 55 teachers and 55 educational support staff members including 15 educational trainees have supported students and families.</p> <p>The school caters for students aged between 5 and 18 years who have a diagnosed mild to profound intellectual disability. The school has been organised around the three stages of learning - early, middle and later years and spread across three campuses. A cohort of years 8, 9 and 10 students are attending the Bethany Road campus on the grounds of The Grange P-12 College in Hoppers Crossing. The Victorian Certificate of Applied Learning (VCAL) is offered to later years students at the Bethany Road campus, which moved from Montague. An alternative later year’s program is offered at the Cayley’s Road rural campus, which is situated amongst market gardens at Werribee South. The main campus in Warringa Crescent, caters for all students from Foundation through to Year 7 and some Year 8, 9 and 10 students, who have undertaken their learning activities in the purpose built Later Years Learning Centre. Each additional campus has been set up and developed over the past four years.</p> <p>Key challenges are: The continued revision of provision for expanding numbers of later year’s students which has stretched school resources. The expansion of the Cayley’s Road campus and relocation of the VCAL campus from the Montague to the Bethany Road campus. Ensuring enough choices provide students with a range of placements for authentic work experiences and post school options. The highly complex nature of the physical, social, emotional and learning needs of some students at times has challenged the school’s resources and most likely has impacted on the wellbeing of other students and of staff. Sustainability of the learning and teaching pedagogy due to high turnover of staff.</p>	<p>Student achievement To maximise learning growth of every student: if the capacity of teachers is built within effective professional learning teams and the instructional leadership of school leaders is developed, then this will impact on the provision of learning and every student’s learning will grow. Three key areas will drive maximising student learning growth. Firstly, to continue to embed Professional Learning Team structure and practice; secondly to build teacher capacity and knowledge in curriculum, high impact teacher instruction and assessment; and thirdly to build instructional leadership to ensure a whole school culture of continuous learning.</p> <p>Student engagement To deepen student engagement within a rich learning community: if students are provided with a communication strategy within a purposeful learning environment where student voice and agency is promoted, student engagement will deepen. The key focus will be on providing students with a communication strategy, purposefully design learning spaces and clear structures to promote student voice and choice in a positive learning environment.</p> <p>Student wellbeing To maximise student wellbeing in a safe, supportive and connected learning community: by ensuring a safe and positive environment for learning and a wide range of opportunities for families to be involved, student wellbeing will be maximised. Two key areas will drive student wellbeing. Firstly, to embed the Positive Behaviour Intervention Support program strategies to ensure a positive environment for learning. Secondly, to broaden opportunities for families across campuses to engage in learning and social activities.</p> <p>Student pathways To improve student transition and pathway provision: to broadening mainstream integration work experience and post school options, student transition and pathways provision will be improved. The key area which will drive student transition and pathways is the revising of the later year’s campus model to broaden mainstream integration, work experience and post school options for students.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To maximise the learning growth of every student	Excellence in teaching and learning: Building practice excellence, Curriculum planning and assessment	1. Strengthen PLT structure and practice 2. Build teacher capacity and knowledge in curriculum, high impact pedagogy and assessment 3. Build instructional leadership to ensure a culture of continuous learning	Performance against Victorian Curriculum using teacher judgements: Victorian Curriculum – 50 % of students are working from Foundation level upwards 100 % of students show learning growth
			Improved Attitudes to School Survey teaching and learning measures: Y 5-6 increase from 4.79 to 4.82 Y 7-12 increase from 4.2 to 4.5
			Improved achievement goals set for Individual Learning Plans: 100% of students achieve their ILP goals
			Improved performance in school developed assessment at whole school or cohort level: Victorian Curriculum Judgement Tool – 50 % of students are working from Foundation level upwards
To deepen student engagement within a rich learning community	Positive climate for learning: Empowering students and building school pride	4. Provide students with a communication strategy, purposeful design learning spaces and clear structures, which promote student voice in a positive learning environment	Improved Attitudes to School Survey variables, e.g. student relationship variables Y 5-6 increase from 3.54 to 3.7 and Y 7-12 increase from 3.6 to 3.9
			Improved Parent Opinion Survey student engagement measures increase from 5.6 to 5.9
			Improved performance in school developed assessment at whole school or cohort level 100 % of students show learning growth
			Improved student attendance, e.g. whole school and/or particular cohorts 22.12 to 22.0
To maximise student wellbeing in a safe, supportive and connected community	Positive climate for learning: Setting expectations and promoting inclusion	5. Utilise Positive Behaviour Intervention Support strategies to ensure a positive environment for learning 6. Increase opportunities for families across campuses to engage in learning and social activities	Improved students Attitudes to School Survey wellbeing measures Y 5-6 increase from 5.64 to 5.9 Y 7-12 increase from 5.35 to 5.6
			Improved Parent Opinion Survey student wellbeing measures (Student Behaviour and Student Engagement) 4.96 to 5.1
			Improved performance in school developed assessment at whole school or cohort level 100 % of students show learning growth
To improve student transitions and pathway provision		7. Revise the later year campus model to broaden mainstream integration, work experience and post school options for students	Improved Years 10-12 Student Attitudes to School Survey relationship and wellbeing measures <i>Relationship</i> 3.61 to 3.7 <i>Wellbeing</i> 5.35 to 5.7
			Improved Parent Opinion Survey student transition and wellbeing measures <i>Transition</i> 5.6 to 5.8 <i>Wellbeing</i> (Student Behaviours and Student Engagement) 4.96 to 5.1

