

School Strategic Plan 2024-2028

Wayi School (5608)



Submitted for review by Leanne Sinnadurai (School Principal) on 09 December, 2024 at 11:23 AM

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School Strategic Plan - 2024-2028

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School vision	Wayi School's vision is to empower and inspire every member of our learning community.
School values	Wayi School's values include Voice, Choice and Independence. Voice – We believe communication underpins all areas of learning and life, and everyone has the capacity and the right to communicate. Choice – We promote agency, enabling everyone to make choices and decisions that influence events and their world. Independence – We strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future.
Context challenges	Wayi School was established in 2023 and is located in the city of Hume, approximately 25 kilometres north of Melbourne. Wayi is the Woi-wurrung word for 'us', the foundation of our school philosophy of building an inclusive school community - which represents the vision for our school perfectly. We plan to work together, in partnership, supporting our students as a team. We know that our students will benefit from the efforts, expertise, and commitment from all of 'US' - including family, educators, and community. Our school has been purposely built to support our commitment to creating an innovative learning environment that nurtures and develops all students through an ability and strength-based approach. Wayi School is a Government P-12 specialist school providing educational programs for students with disability and high needs who have mild to profound intellectual disability. Wayi School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school, and parents and carers to support student learning, engagement and wellbeing. We share a commitment to and a responsibility for, creating an inclusive and safe school environment for our students. 'Wayi' is a Woi-wurrung word of the Wurundjeri people meaning 'us' The Review Panel identified several challenges faced by the school in its first year. Competing priorities and time constraints necessitated that school leaders be selective in shaping teaching practices, recruiting and upskilling staff, building community connections, and managing school administration. Additionally, as a classified "hard to staff" school,

	recruitment of teachers and educational support (ES) staff proved difficult, leading to staffing instability amid increasing enrollment, which posed operational challenges. The workforce capability among leaders, teachers, and ES staff was variable, requiring considerable induction and upskilling in school processes, procedures, and practices; however, this extended support was not always available. Furthermore, staff brought diverse perspectives and teaching approaches, making it necessary to allocate time for the implementation of a consistent learning culture and environment. Limited data availability hindered decision-making at the whole school, classroom, and individual levels, and the school had been unable to find a suitable tracking tool to measure Individualised Education Program (IEP) goal attainment. In reviewing recent absence data, the panel observed concerning trends in student attendance. A significant portion of students recorded high rates of absenteeism, surpassing the state average, with disadvantaged students particularly affected. Frequent absences impact students' learning continuity and engagement, and can widen existing educational gaps, especially for those already facing disadvantages. Recognising the importance of consistent attendance for academic success and well-being, the panel agreed that improving attendance should be a priority for the school, ensuring all students have equitable access to learning opportunities.
Intent, rationale and focus	Our context and the findings from our self-evaluation and review has lead to several key recommendations for the upcoming School Strategic Plan. These areas of focus are essential for fostering a more effective and supportive learning environment that will benefit both students and staff alike. In moving forward, several key areas present valuable opportunities for growth and enhancement at our school. First, we are focused on developing and embedding a clear instructional model for literacy and numeracy, providing students with consistent, effective approaches across classrooms. Similarly, establishing a whole-school approach to teaching reading will strengthen our students' literacy foundations and foster a love for reading at every level. As we continue to expand the Victorian Pathways Certificate (VPC), we look forward to deepening partnerships that support and enhance its offerings. This includes collaborating with community partners and refining our approach to provide meaningful pathways for all students. Our diverse student population inspires us to continually adapt our curriculum to meet varied needs. Working collaboratively, we aim to create learning experiences that are accessible, relevant, and engaging for each student. The full integration of our Professional Learning Community (PLC) model is another key focus, enhancing our staff's instructional capacity and ultimately leading to improved student outcomes. Finally, we are committed to building the skills of our literacy and numeracy leaders to support the roll-out of the Victorian Curriculum 2.0 and the updated Victorian Teaching and Learning Model (VTLM 2.0). These initiatives will provide a robust framework for teaching and learning that aligns with current educational standards and prepares students for future success. Building leadership capacity within the school community is another critical area of focus. Effective leadership will inspire and motivate teachers and staff, fostering a culture of collaboration and continuous improvement. The identification of

leadership programs that will recognise potential leaders among the staff and provide them with the necessary training and support. By investing in leadership development, the school can create a more empowered and cohesive team dedicated to driving whole school improvement. Our school recognises several key opportunities within the leadership domain that can significantly enhance our educational environment. The School Improvement Team (SIT) will be a central driver of our school improvement. By empowering this team, we can ensure that strategic decisions are closely aligned with our overall vision for improvement. Additionally, providing more opportunities for modeling, coaching, and mentoring of teaching practices is essential for improving instructional quality. Establishing a mentoring program where experienced educators can share their expertise with colleagues will facilitate a culture of continuous learning. This collaborative approach not only enhance teaching practices but also foster a sense of community among staff, encouraging them to learn from one another.

Assessment and data literacy were also highlighted as vital components of the strategic plan. Understanding and effectively utilising data is essential for making informed decisions that enhance the teaching and learning at Wayi School. The school will invest in professional development opportunities focused on assessment strategies and data interpretation. By equipping teachers with these skills, Wayi School will ensure that staff are better able to analyse student performance, identify areas for improvement, and tailor instruction to meet individual needs. One priority is to review and refine our assessment tools and schedules, as well as to identify an effective tracking tool for monitoring Individual Education Plan (IEP) growth. This will provide clearer insights into each student's progress and help us better support their individual learning journeys. Another area of focus is strengthening teachers' abilities to use assessments meaningfully. By building our capacity to make consistent, evidence-based judgements, we aim to improve the quality of both assessment and reporting. Coupled with this, developing our teachers' and leaders' data literacy skills will allow us to better interpret and apply data to inform instructional practices. Lastly, we plan to evaluate our continuous reporting model to ensure it effectively communicates students' progress to families. This reflection will help us refine our approach to create a reporting system that is both comprehensive and transparent, fostering a deeper connection between school and home in supporting student success.

Teacher collaboration is another crucial area for growth. The Review and staff feedback suggested fostering a culture where teachers regularly work together to share best practices, resources, and strategies. Collaborative planning sessions, peer observations, and professional learning communities will create an environment where teachers feel supported and empowered. This collaboration not only benefits teachers but ultimately enhances student learning experiences by ensuring a more consistent and cohesive approach to instruction.

Student voice, agency, and leadership embedded with in the educational process continues to be prioritised. Encouraging students to take an active role in their learning will foster a sense of ownership and responsibility. Programs that empower our students to express their opinions, contribute to decision-making processes, and take on leadership

	roles within the school will demonstrate that student perspectives are valued, hence creating a more inclusive and engaging environment that promotes active participation. Finally, the Review and self assessment emphasised the necessity of building strong parent and community partnerships. Engaging families and community members in the educational process will continue to enhances student learning and foster a sense of belonging and support. The Review Panel suggested developing initiatives that promote collaboration between the school and families, such as workshops, informational sessions, and volunteer opportunities. By strengthening these partnerships, the school can create a network of support that extends beyond the classroom. In summary, the school will focus on literacy and numeracy, leadership capacity, assessment and data literacy, teacher collaboration, student voice, and parent-community partnerships in the next School Strategic Plan. By prioritising these areas, the school will create a more effective and nurturing educational environment that supports the growth and success of all its students and staff.
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Goal 1	Improve student learning outcomes.
Target 1.1	By 2028, the percentage of students who demonstrate within level or next level progress, over a period of 24 months, as measured by teacher judgement data, will increase • Speaking and Listening from 91% (2024) to 95%. • Reading and Viewing from 90% (2024) to 95%. • Number and Algebra 85% (2024) to 89%.
Target 1.2	By 2028, increase or maintain the proportion of positive response scores on the Attitude to School Survey for the following factors: • Stimulating Learning from 82% (2024) to 86%. • Differentiated learning challenge from 91% (2024) to 95%. • Teacher concern to be maintained at 96% (2024).
Target 1.3	By 2028, increase the proportion of positive response scores on the School Staff Survey across the school, for: • Instructional Leadership from 79% to 83%. • Academic Emphasis from 56% to 59%. • Teacher Collaboration from 73% to 76%. • Use Student Feedback to Inform Teaching Practice from 59% to 62%.

Key Improvement Strategy 1.a 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	Develop the capacity of leaders and teachers to implement a coherent school improvement plan and strategies.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.b 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	Develop, document and embed an agreed instructional model for literacy and numeracy.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
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	Further develop, document and embed whole school collaborative approaches to curriculum planning and assessment.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy and confidence working with student data.

Goal 2	Improve student wellbeing outcomes.
Target 2.1	By 2028, increase the number of students with less than 20 days absence from 45% (2023) to 48%.
Target 2.2	By 2028, increase the percentage of students meeting their Individual Education Plan as follows: • Personal and Social Capability - Self Awareness from 49% (2024) to 52%. • Personal and Social Capability - Social Awareness from 55% (2024) to 58%.
Target 2.3	By 2028, increase the proportion of positive response scores on Attitude to School Survey across the school for: • Sense of Confidence 88% (2024) to 92%. • Sense of Connectedness 85% (2024) to 89%. • Student Voice and Agency maintained at 94% (2024). • Managing Bullying from 89% (2024) to 93%.
Target 2.4	By 2028, increase the proportion of positive response scores on the School Staff Survey across the school for: • Parent and Community Involvement from 84% (2024) to 88%. • School Staff Safety and Wellbeing from 79% (2024) to 83%.
Target 2.5	By 2028, increase the proportion of positive response scores on Parent/Caregiver/Guardian Opinion Survey across the school for 'Parent Participation and Involvement' from 83% (2024) to 87%.

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 multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b 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	Activate student voice, agency and leadership to strengthen student participation and engagement in learning.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c	

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further develop purposeful partnerships with parents/carers and community supports to improve student learning and wellbeing outcomes.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	