

Wanniassa Hills Primary School

Tuggeranong



School Strategic Plan 2025-2029

Our vision, mission and values

Vision

Wanniassa Hills Primary School provides a safe, inclusive and supportive environment where high-quality teaching and learning are central to all we do. We value strong, reciprocal relationships so everyone feels welcomed, heard and valued, and we support every learner to achieve their best.

Mission

Our mission is to create a safe, positive, and inclusive school community where every learner is valued, supported, and inspired to thrive. Through innovative, student-centred teaching and shared responsibility, we foster strong relationships, uphold meaningful values, and promote continuous growth. We are committed to empowering all students to reach their full potential and become adaptable, respectful, and collaborative lifelong learners who contribute confidently and successfully to their community.

Values

Inclusion – We ensure every student feels valued, supported, and a true member of our school community.

Collaboration – We work together as staff, students, and families to strengthen learning and relationships.

Respect – We foster a culture of kindness, integrity, and positive relationships.

High Expectations – We believe every learner can grow and achieve their personal best.

Adaptability – We nurture resilient, lifelong learners who are prepared to thrive in a changing world.

Our key improvement strategies

Strategy 1: **Instructional Playbook & Professional Learning** - Co-develop and implement a school-wide Instructional Playbook, supported by ongoing professional learning and coaching, to build teacher expertise and consistency in high-impact, evidence-based writing practices.

Strategy 2: **Data Informed Planning & PLCs** - Strengthen PLCs to analyse student writing data, monitor progress, and collaboratively plan scaffolded and differentiated lessons that support all learners to achieve measurable growth.

Strategy 3: **Feedback & Goal Setting** - Establish a consistent, whole-school approach to feedback that empowers students to understand their progress, set challenging personal goals, and take ownership of their learning.

Our improvement priorities

Priority 1: Improve student growth in writing

The statement below details our vision for how this priority will impact student outcomes.

- Students will see themselves as confident, capable and successful writers.
- Students will benefit from consistent, evidence-based writing instruction delivered across the school.
- Students will engage in explicit, scaffolded and differentiated writing instruction that appropriately challenges them.
- Students will receive timely, purposeful feedback that helps them improve their writing and set clear learning goals.
- Students will show measurable growth in writing as teaching is informed by ongoing analysis of student learning and progress through the use of Professional Learning Communities (PLCs).
- Students will have the skills, knowledge and strategies to communicate their ideas clearly and effectively in writing.

Targets and measures

Student learning data

Target or measure	Source	Starting point
Increase the proportion of Year 3 students achieving strong or exceeding proficiency levels in NAPLAN Writing to 75%.	NAPLAN data available on Teaching and Learning Dashboard – NAPLAN Overview	Baseline of 65% was determined by averaging the percentage of students in the strong and exceeding proficiency levels in NAPLAN Writing for the school over the past three years.
Increase or maintain the proportion of students demonstrating strong or exceeding growth in NAPLAN Writing from Year 3 to Year 5.	NAPLAN data available on Teaching and Learning Dashboard – NAPLAN Overview	Year 3 2024 Cohort – 79% of students achieving in the strong or exceeding proficiency levels in NAPLAN Writing. Year 3 2025 Cohort – 54% of students achieving in the strong or exceeding proficiency levels in NAPLAN Writing.

Perception data

Target or measure	Source	Starting point
Increase the percentage of students with strong Academic Emphasis to 95% or more. The Academic Emphasis domain measures student perceptions of the extent to which teachers	Annual Climate Survey, Domain: School Climate, Students.	Baseline data of 91% was determined by averaging the percentage of students with strong Academic Emphasis over the past 5 years.

Target or measure	Source	Starting point
encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and the belief by teachers that every student can be a success.		
<p>Increase the percentage of students who report that feedback helps them improve their writing.</p> <p>Survey questions:</p> <p><i>I use feedback to make changes to my writing.</i></p> <p><i>After receiving feedback, I know exactly what to do to improve my writing.</i></p> <p><i>I feel confident when I have to write in class.</i></p>	School-based student survey	Baseline to be determined Term 1 2026
<p><i>Writing Maturity Matrix survey data demonstrates increasing teacher movement towards 'Sustaining Impact' in the implementation of whole-school writing improvement approaches.</i></p>	School-based Writing Maturity Matrix (Teacher Survey)	<p>Designing Processes – 35.3%</p> <p>Evolving Practices – 64.7%</p> <p>Embedding Implementation – 0%</p> <p>Sustaining Impact – 0%</p>

School process data

Target or measure	Source	Starting point
Increase average teacher self-evaluation from 'evolving' to 'embedding' in Data used to focus and drive collaborative improvement and evaluate impact on learning.	PLC Maturity Matrix	Self-evaluation against the PLC Maturity Matrix in 2025 indicates an average assessment at the 'evolving' phase across all Professional Learning Communities.
Increase the percentage of writing lessons observed that demonstrate explicit, evidence-based writing instruction to 100%, including scaffolded support and sentence-level skills.	School-based classroom observations	The current percentage of lessons demonstrating this practice will be established through structured classroom observation visits in Term 1, 2026.

Endorsement

This Strategic Plan has been endorsed electronically by our Principal, Executive Education Leader and School Board.

Principal

Name: Scott Fagan

Date: 23/03/2026

Executive Education Leader

Name: Steve Collins

Date: 01/06/2026

School Board

Members of School Board	<ul style="list-style-type: none">• Justene Taylor Cannon• Justine Bourke• Tracey Whyte• Anna Buesnel• Nardia Ruhan
-------------------------	---

Date: 23/03/2026