

# School Strategic Plan 2018-2022

Westgarth Primary School (4177)



Submitted for review by Jo-Ann Wheeler (School Principal) on 20 June, 2019 at 11:54 AM

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<b>School vision</b>	All students are empowered to learn and achieve, and experience high quality teaching practices. The best conditions for learning are provided to students which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.
<b>School values</b>	<p>Our school values are:</p> <ul style="list-style-type: none"><li>• Respect: We appreciate diversity and the worth in others.</li><li>• Integrity: We aim to be consistently honest and trustworthy.</li><li>• Excellence (Being your best): We accept the challenge of new learning and always try our best.</li><li>• Working together: We work with others to achieve and promote the involvement and contribution of all.</li><li>• Responsibility: We recognise we are accountable for our actions towards ourselves, others and the environment.</li></ul>
<b>Context challenges</b>	<p>Context:</p> <ul style="list-style-type: none"><li>• Westgarth Primary School is a vibrant school community located in the inner city suburb of Northcote. The school has two sites. The Brooke Street junior site houses Prep to Year 2, a computer lab, and office and staff facilities. The larger site, Clarke Street, houses Years 3 to 6, specialist facilities (gym, music, art, kitchen garden), and a kindergarten (run separately from the school, but on school land).</li><li>• The students are highly capable and high achieving particularly in reading. The students are also highly articulate and have the capacity to have a strong voice in their learning.</li><li>• The hardworking staff focus on meeting the social, personal and academic needs of the students in our care. The staff prioritise student wellbeing, engagement and learning as part of their day-to-day work.</li><li>• The demographics of our school include parents/carers who are highly educated, and have high expectations for their children. They are committed to their child's education and the school more broadly, supporting our many programs and priorities.</li><li>• The school has an established and documented curriculum plan, agreed assessment practices and shared pedagogical approaches. The school uses evidence based strategies for teacher professional learning.</li><li>• The school has a suite of extra-curricular activities including an after-hours enrichment program (Reaching for the Stars), Chess classes and instrumental music lessons. There is also an extensive range of physical education and sporting opportunities including triathlon, a Stephanie Alexander Kitchen Garden program, and a biennial musical and visual arts show. There are annual camps at years 4 and 6.</li><li>• The school's languages program (Spanish) is delivered through a Content Language and Integrated Learning (CLIL) methodology.</li></ul>

	<p>Challenges:</p> <ul style="list-style-type: none"> <li>• Improving learning growth in literacy and numeracy.</li> <li>• Empowering all students as learners and leaders.</li> <li>• Enhancing student collaboration, inclusion and positive relationships in a supportive community.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Intent:</p> <ol style="list-style-type: none"> <li>1. Improve learning growth in literacy and numeracy.</li> <li>2. Empower all students as learners and leaders.</li> <li>3. Enhance student collaboration, inclusion and positive relationships in a supportive community.</li> </ol> <p>Rationale:</p> <ol style="list-style-type: none"> <li>1. Analysis of the school's NAPLAN data shows an upward trend in the percentage of students achieving in the top bands at Year 3 but a downward trend at Year 5. The percentage of students making low growth had increased for reading from Year 3 to 5 and 5 to 7. A greater percentage of students who achieved in the top NAPLAN bands for numeracy at Year 3 made low to medium growth with few achieving high growth for numeracy in Year 5.</li> <li>2. The percentage of positive responses on the Attitudes to School Survey for 'Student agency and voice' was lower than most other factors. While progress has been made in empowering students as self-regulated learners and as leaders within the school community, there are inconsistent approaches across classes. Therefore, a focus with consistent approaches for amplifying student voice and agency and building leadership skills is warranted.</li> <li>3. The Attitudes to School Survey data showed that the percentages of positive responses for sense of connectedness, teacher concern and managing bullying were below the State median. Enhancing student collaboration, inclusion and building positive relationships in a supportive community needs to be a focus, particularly with regard to clarifying the school's vision and values with the school community, enhancing social and emotional learning and further building partnerships with parents to enhance learning.</li> </ol> <p>Focus:</p> <ul style="list-style-type: none"> <li>• Excellence in teaching and learning - Building practice excellence / Curriculum planning and assessment / Evidence-based high impact teaching strategies</li> <li>• Professional leadership - Instructional and shared leadership / Vision, values and culture</li> <li>• Positive climate for learning - Empowering students and building school pride / Intellectual engagement and self-awareness / Setting expectations and promoting inclusion</li> <li>• Community engagement in learning – Parents and carers as partners</li> </ul>



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<b>Goal 1</b>	Improve learning growth and outcomes in literacy and numeracy
<b>Target 1.1</b>	By 2022 the percentage achieving high relative learning growth from Year 3 to 5 on NAPLAN to improve: <ul style="list-style-type: none"><li>• Numeracy from 24% (2017-18) to 35%</li><li>• Reading from 34% (2017-18) to 35%</li><li>• Writing from 32% (2017-18) to 35%.</li></ul>
<b>Target 1.2</b>	By 2022 increase the percentage in the top two NAPLAN bands at Year 5: <ul style="list-style-type: none"><li>• Reading from 67% (2017-18) to 70%</li><li>• Writing from 26% (2017-18) to 35%</li><li>• Numeracy from 46% (2017-18) to 55%.</li></ul>
<b>Target 1.3</b>	By 2022 increase the percentage in the top two NAPLAN bands at Year 3: <ul style="list-style-type: none"><li>• Reading from 83% (2017-18) to 85%</li><li>• Writing from 72% (2017-18) to 75%</li><li>• Numeracy from 72% (2017-18) to 75%.</li></ul>
<b>Target 1.4</b>	By 2022 semester 2 increase the percentage achieving above expected Victorian Curriculum levels at F-6 for:

	<ul style="list-style-type: none"> <li>• Reading and viewing from 64% (2018) to at least 70%</li> <li>• Number and algebra from 59% (2018) to at least 65%</li> <li>• Writing from 49% (2018) to at least 55%.</li> </ul>
<b>Target 1.5</b>	<p>By 2022 improve the percentage of positive responses on the School Staff Survey -School Climate Module for the following factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 67% (2018) to 80%</li> <li>• Teacher collaboration from 47% (2018) to 80%.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Embed a culture of team collaboration, feedback and reflection to build practice excellence and planning to meet the learning needs of all students
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Develop teacher proficiency for data collection, analysis and team evaluation of student learning over time
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Develop and implement a whole-school approach to teaching and learning
<b>Goal 2</b>	Empower all students as learners and leaders
<b>Target 2.1</b>	<p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 56% (2018) to 85%</li> <li>• Self-regulation and goal setting from 79% (2018) to 85%</li> <li>• Motivation and interest from 72% (2018) to 85%</li> <li>• Differentiated learning challenge from 76% (2018) to 85%.</li> </ul>

<b>Target 2.2</b>	<p>By 2022 improve the percentage of positive responses on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 75% (2018) to 80%</li> <li>• Student motivation and support from 75% (2018) to 80%.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Amplify student voice, agency and leadership across the curriculum and school environment
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Co-design purposeful and challenging learning to build deep levels of thinking and application to real life contexts
<b>Goal 3</b>	Enhance student collaboration, inclusion and positive relationships in a supportive community
<b>Target 3.1</b>	<p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 72% (2018) to 85%</li> <li>• Sense of inclusion from 84% (2018) to 85%</li> <li>• Respect for diversity from 71% (2018) to 85%</li> <li>• Managing bullying from 71% (2018) to 85%.</li> </ul>
<b>Target 3.2</b>	<p>By 2022 improve the percentage of positive responses on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• Managing bullying from 75% (2018) to 80%</li> <li>• Teacher communication from 72% (2018) to 80%.</li> </ul>

<b>Key Improvement Strategy 3.a</b> Vision, values and culture	Embed the vision and values within the culture of the school
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	Enhance social and emotional learning for all students by building teacher skills and partnerships with parents/carers