

School Strategic Plan 2022-2026

Westgarth Primary School (4177)



Submitted for review by Jo Wheeler (School Principal) on 09 October, 2023 at 01:28 PM

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School vision	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.
School values	<p>Our school values are:</p> <ul style="list-style-type: none"> • Respect: We appreciate diversity and the worth in others. • Integrity: We aim to be consistently honest and trustworthy. • Excellence (Being your best): We accept the challenge of new learning and always try our best. • Working together: We work with others to achieve and promote the involvement and contribution of all. • Responsibility: We recognise we are accountable for our actions towards ourselves, others and the environment.
Context challenges	<p>Context:</p> <ul style="list-style-type: none"> • 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 that cater for our specialist subjects including PE, library, music, visual arts, Spanish, STEAM and Kitchen Garden, and a kindergarten (run separately from the school, but on school land). • The students are highly capable and high achieving. The students are also highly articulate and have the capacity to have a strong voice in their learning. • 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. • 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. • 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. • The school has a suite of extra-curricular activities including 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. • The school's languages program is Spanish. • Since the start of the pandemic, the school enrolments have declined as families moved out of the inner-city. • Capital works improvements will be happening for the first half of the 2022 – 2026 Strategic Plan period, building a

	<p>competition grade gymnasium, a new classroom building and removal of old portable classroom buildings.</p> <p>Challenges:</p> <ul style="list-style-type: none"> • Optimising learning growth and outcomes in literacy and numeracy. • Empowering students to be agents in their own learning. • Enriching students' social and emotional wellbeing.
Intent, rationale and focus	<p>Intent:</p> <ul style="list-style-type: none"> • Optimising learning growth and outcomes in literacy and numeracy. • Empowering students to be agents in their own learning. • Enriching students' social and emotional wellbeing. <p>Rationale:</p> <ul style="list-style-type: none"> • The school performance report showed the school in the stretch category; however, the reading and numeracy categorisation was renew indicating the continued need for a focus on student learning achievement and growth in literacy and numeracy. The school consistently had a high proportion of students in the top two bands for NAPLAN reading, writing and numeracy and the Panel agreed that an increased emphasis on differentiation to ensure teaching and learning met each student's need be a priority in the next school strategic plan. • The percentage of positive responses on the student Attitudes to School Survey and Parent Opinion Survey for student voice and agency and stimulated learning were below state and similar schools. Leadership reported that the implementation of strategies to empower students in their learning had been interrupted by COVID-19 restrictions and the need to focus on Department-wide priorities. The Panel agreed that a focus on developing student voice and learner agency would increase student empowerment and that this should be a priority in the next school strategic plan. • The school implemented the Berry Street Education Model in 2022 and intends to complete documenting a wellbeing scope and sequence in 2023 to include both the BSEM, Social-emotional learning and Resilience, Rights and Respectful Relationships frameworks. It established the setting the scene program at the beginning of each year to enable teachers and students to develop their own class mission statements and codes of cooperation. The Panel agreed that further work to embed these wellbeing practices be a priority in the next school strategic plan. <p>Focus:</p> <ul style="list-style-type: none"> • Teaching and learning, and assessment: Increase teacher capability and confidence to differentiate teaching and learning at student point of need; Increase teacher capability to collaboratively analyse and utilise evidence and data to inform planning and practice; Document and monitor the implementation of a guaranteed and viable curriculum • Engagement: Establish a shared understanding of, and activate practices to enhance student voice and learner agency; Establish a student driven goal setting process consistently across the school • Support and resources: Embed the school's wellbeing framework; Strengthen the partnership between staff, students and

	families to create a shared responsibility for student learning and wellbeing
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Goal 1	Optimise learning growth and outcomes in literacy and numeracy
Target 1.1	<p>Improve the proportion of students in the 'excelling' proficiency level of NAPLAN:</p> <p>Year 3:</p> <ul style="list-style-type: none">• reading from 40% (baseline 2023) to 44% in 2026• writing from 12% (baseline in 2023) to 20% in 2026• numeracy from 26% (baseline in 2023) in 2023 to 30% in 2026 <p>Year 5:</p> <ul style="list-style-type: none">• reading from 48% (baseline 2023) to 52% in 2026• writing from 19% (baseline in 2023) to 25% in 2026• numeracy from 21% (baseline in 2023) to 25% in 2026
Target 1.2	<p>By 2026 increase the percentage of students making at or above expected growth using semester two teacher judgement growth-time series data for:</p> <ul style="list-style-type: none">• reading and viewing from 82% in 2021-22 to 85%• writing from 77% in 2021-22 to 80%• number and algebra from 82% in 2021-22 to 85%

Target 1.3	<p>By 2026 increase the percentage positive responses on the School Staff Survey for:</p> <ul style="list-style-type: none"> • guaranteed and viable curriculum from 68% in 2022 to 72% • collective efficacy from 77% in 2022 to 80%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Increase teacher capability and confidence to differentiate teaching and learning at student point of need
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Increase teacher capability to collaboratively analyse and utilise evidence and data to inform planning and practice
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Document and monitor the implementation of a guaranteed and viable curriculum
Goal 2	Empower students to be agents of their own learning
Target 2.1	<p>By 2026 increase the percentage positive responses on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • <i>student voice and agency</i> from 59% in 2022 to 63% • <i>self-regulation and goal setting</i> from 81% in 2022 to 84% • <i>differentiated learning challenge</i> from 82% in 2022 to 84%

	<ul style="list-style-type: none"> • <i>stimulated learning</i> from 71% in 2022 to 74%
Target 2.2	<p>By 2026 increase the percentage positive responses on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • <i>student agency and voice</i> from 67% in 2022 to 73% • <i>stimulating learning environment</i> from 73% in 2022 to 76% • <i>effective teaching</i> from 77% in 2022 to 79%
Target 2.3	<p>By 2026 increase the percentage positive responses on the School Staff Survey for:</p> <ul style="list-style-type: none"> • <i>use student feedback to inform teaching practice</i> from 50% in 2022 to 60% • <i>promote student ownership of learning goals</i> from 63% in 2022 to 73%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Establish a shared understanding of, and activate practices to enhance student voice and learner agency
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Establish a student driven goal setting process consistently across the school
Goal 3	Enrich students' social and emotional well being

Target 3.1	<p>By 2026 increase the percentage positive responses on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • <i>emotional awareness and regulation</i> from 68% in 2022 to 70% • <i>resilience</i> from 67% in 2022 to 70% • <i>effective classroom behaviour</i> from 72% in 2022 to 75%
Target 3.2	<p>By 2026 increase the percentage positive responses on the School Staff Survey for:</p> <ul style="list-style-type: none"> • <i>parent and community involvement</i> from 72% in 2022 to 75% • <i>trust in students and parents</i> from 68% to 75%
Target 3.3	<p>By 2026 increase the percentage positive responses on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • <i>school communication</i> from 77% in 2022 to 80% • <i>teacher communication</i> from 71% in 2022 to 73%
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed the school's wellbeing framework
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen the partnership between staff, students and families to create a shared responsibility for student learning and wellbeing

