

School Strategic Plan 2019-2023

Werribee Primary School (0649)



Submitted for review by David Quinn (School Principal) on 01 November, 2019 at 12:30 PM

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School vision	We are an inclusive community that strives for excellence.
School values	Respect: We care for ourselves, others and the environment Responsibility: We are accountable for our actions and our learning Resilience: We learn from our challenges and maintain a positive attitude
Context challenges	Key challenges in Learning Inconsistent practices in: <ul style="list-style-type: none">• Regularity, frequency and documentation of conferencing outcomes.• End of lesson reflection opportunities, which inform student awareness of their learning achievement or impact their learning goals.• Opportunities to develop critical, creative and higher order thinking skills.• Transference of differentiation in planning to classroom practice.• Whole-school approach to the teaching and assessment of writing (cohesive and rigorous teaching of writing program).• Clear expectations for writing delivery.• Teacher capacity and confidence to teach writing.• The use of documented Guaranteed and Viable Curriculum across the school. This was enabled under the direction of a Mathematics Leader.• Planning using a Guaranteed and Viable Curriculum in Mathematics (HRS Priority learning, Proficiency Scales, Essential Vocabulary). Key challenges for PLC Facilitators Further need for capacity building to: <ul style="list-style-type: none">• Improve their PLC knowledge (build effective team and collaboration skills).• Manage challenging conversations. Key challenges in Peer observations of Practice <ul style="list-style-type: none">• No formalised or ongoing structure to ensure regular and informed feedback for teachers on their practice.• Ongoing monitoring of effectiveness by leadership team.

	<p>Key challenges in Student Voice and Agency in Learning</p> <p>Limited opportunities for:</p> <ul style="list-style-type: none"> • Voice and agency in learning in classrooms. • Goal setting, ownership and learner knowledge of learning sequences (visible). • Co-construction of learning opportunities. • Feedback in student learning with consistency by all teachers (structures and processes). • Voice in co-constructing learning, reflecting and negotiating learning achievement, progress and co-construction of visible learning goals. • Students to give feedback to teachers on their teaching. • Students to influence how skills and knowledge were taught. • Developing relevant and student owned learning goals. • Developing clear and sequenced learning pathways. • Co construction of assessment tasks. • Greater consistency in goal setting and students' tracking and monitoring their own progress. • Student choice in learning which impacts learning outcomes. • Student directed activities. <p>Key challenges in Student Voice and Agency in Leadership</p> <ul style="list-style-type: none"> • Lack of student voice in selection of leadership roles. • Junior School Council non-operational. • Limited range of leadership positions or possibilities for all year levels. • Opportunity for student growth as leaders. <p>Key challenges for Parental Engagement</p> <ul style="list-style-type: none"> • Partnership between key stakeholders in student learning is not viewed as a priority by a portion of the school community. • Lack of attendance of some events (information nights) which inform parents of student learning. • Limited parent perception of the managing of bullying and celebration of Strategies to address student safety due to lack of communication. • Low participation rate in parent surveys. • Some reluctance to work with external agencies and in partnership with the school. •
<p>Intent, rationale and focus</p>	<p>To improve student outcomes in Literacy, Numeracy and Student Voice, Agency and Leadership.</p>

An analysis of the school's NAPLAN data identified that student achievement was below schools with similar characteristics in reading and well below in writing. Relative learning growth was similar to similar schools in reading and well below in writing. Trend data indicated that reading outcomes had remained relatively the same for Year 3, trended up for Year 5, and trended down for both Year 3 and Year 5 in writing. Literacy, and particularly Writing, was therefore identified as areas requiring focus for the next SSP.

An analysis of the school's NAPLAN data identified that student achievement was below schools with similar characteristics in Numeracy in Year 3 and well below in Year 5 Numeracy. Teacher Judgement data evidenced that student achievement was below in Number and Measurement, and the 2018 School Performance Report showed improved Numeracy learning outcome achievements. Numeracy was therefore identified as an area requiring focus to continue to build on improving learning outcomes over the period of the next SSP.

Through observations and fieldwork activities that students had limited opportunities to communicate ideas and opinions, and to influence change or to direct or take responsibility for their own learning. Student leadership was identified as an area for future focus to widen opportunities and ensure students have voice and agency in decision making and within the school community. The Attitudes to School Survey outcomes showed the domain of Student Voice and Agency had a lower positive endorsement than most other domains. The goal is to empower students to have greater voice and agency in learning and voice through student leadership would improve engagement, learning outcomes and build student learning confidence.

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Goal 1	Improve learning outcomes in Literacy
Target 1.1	By 2023, increase the percentage of Year 5 students in the top two bands in: <ul style="list-style-type: none">• NAPLAN Reading from 24.7% (2018 data) to >30%• NAPLAN Writing from 3% to >12%
Target 1.2	By 2023, decrease the percentage of Year 5 students in the bottom two bands in: <ul style="list-style-type: none">• NAPLAN Reading from 21.9% (2018 data) <12%• NAPLAN Writing from 31% to <21%
Target 1.3	By 2023, increase the percentage of students meeting at or above benchmark growth in from Years 3 – 5: <ul style="list-style-type: none">• NAPLAN Reading from 79.3% (2018 data) to >85%• NAPLAN Writing from 54.2% to >80%
Target 1.4	By 2023, improve staff positive endorsement in the Staff Opinion Survey domains of: <ul style="list-style-type: none">• Collective Efficacy from 61.9% (2018) to >73%• Academic Emphasis from 60.4% to >67%

Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Implement a consistent instructional model supported by effective teaching practice in Literacy
Key Improvement Strategy 1.b Building practice excellence	Develop highly effective Professional Learning Communities (PLC) practices and processes
Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning

Goal 2	Improve learning outcomes in numeracy
Target 2.1	By 2023, increase the percentage of Year 5 students in the top two bands in Numeracy (2018) from 16.4% to >30%
Target 2.2	By 2023, decrease the percentage of Year 5 students in the bottom two bands in Numeracy (2018) from 17.8% to <12%
Target 2.3	By 2023, increase the percentage of students in Numeracy meeting at or above benchmark growth from Years 3 – 5 from 78% to >85%
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Further develop existing, and identify new, instructional practices that will support the provision of an effective Numeracy program
Key Improvement Strategy 2.b Building practice excellence	Develop highly effective Professional Learning Communities (PLC) practices and processes
Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity to deliver an effective Numeracy program

Goal 3	Improve student voice, agency and leadership
Target 3.1	<p>By 2023, improve student positive endorsement in the domains of:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 62% (2018) to >75% • Stimulated Learning from 73.9% (2018) to >90% • Sense of Confidence from 73.3% (2018) to >85%
Key Improvement Strategy 3.a Empowering students and building school pride	Co-design opportunity for students to exercise authentic agency in their own learning
Key Improvement Strategy 3.b Parents and carers as partners	Strengthen the partnership between staff, students and parents to create a shared responsibility for student learning