# School Strategic Plan 2023-2027

Werribee Primary School (0649)

# School Strategic Plan - 2023-2027

Werribee Primary School (0649)

| | |
|---|---|
| **School vision** | We are an inclusive community that strives for excellence. |
| **School values** | Respect: We care for ourselves, others and the environment<br>Responsibility: We are accountable for our actions and our learning<br>Resilience: We learn from our challenges and maintain a positive attitude |
| **Context challenges** | Key Challenges in Learning<br><br>- evaluation and monitoring of school-based teaching and learning programs by leaders and teachers undertaken regularly.<br>- learning activities should reflect real-world connections, and relatable experiences and/or create purposeful learning tasks to improve student engagement and<br>  build relationships.<br>- opportunities to develop critical, creative and higher-order thinking skills.<br>- transference and knowledge of differentiation in planning in classroom practice.<br>- whole-school approach to the teaching and assessment of writing (cohesive and rigorous teaching of writing program).<br>- clear expectations for writing delivery.<br>- teacher capacity and confidence to teach writing.<br>- ensure consistent comprehensive assessment practices.<br>- more frequent student leader meetings to gather meaningful input into school policy, events, programs and systems.<br>- incorporation of wider community agencies when planning and implementing extracurricular activities. All programs, including specialists, plan and incorporate these<br>  extracurricular activities.<br>- limited teacher knowledge and confidence in the development and expansion of student leaders and their roles.<br><br><br>Key challenges for PLC Facilitators<br>Further need for capacity building to:<br>- improve PLC knowledge (build effective team and collaboration skills).<br>- opportunities to share through professional learning, effective assessment techniques and diverse data collection methods.<br>- establish a clear direction and operational guidelines for specialist PLC would further enhance their effectiveness.<br>- staff members from various year levels should be provided with opportunities to share through professional learning, effective |

| | assessment techniques and diverse<br> data collection methods.<br>- greater student and community involvement in student assessment strategies to improve learning and wellbeing.<br>- to empower teachers to conduct their own professional learning and develop a continuous learning mindset.<br>- need to unpack respectful challenge within PLCs.<br>- support PLC leaders to build stronger leaders and to encourage staff to apply for the position and provide professional learning.<br>- lack of understanding in vocabulary, naming the different actions in the cycle.<br>- inconsistencies observed with the instructional model, particularly in the area of well written learning intentions and success criteria.<br>- professional development needed in the teaching and assessment of maths.<br>- disconnect to the RWI program and the following reading session.<br><br>Key challenges in Peer observations of Practice<br>- no formalised or ongoing structure to ensure regular and informed feedback for teachers on their practice.<br>- having more opportunities for peer observations (catching ideas) to support teachers in their classrooms.<br>- ongoing monitoring of effectiveness by leadership team.<br>- limited coaching was provided.<br>- specialist teachers to be offered opportunities for coaching, observation, and feedback.<br>- leaders to increase their presence and involvement within the school grounds to further strengthen their connections with the school community and its activities.<br><br>Key challenges for Parental engagement<br>- the creation of a community hub that involves parents and active leaders to build a closer relationship with the school.<br>- utilise the expertise of the staff and parents around the school to run PDs which will also support the wider school community.<br>- some reluctance to work with external agencies and in partnership with the school when planning and implementing |
|---|---|
| **Intent, rationale and focus** | To improve student outcomes in Literacy and Numeracy-<br>Rationale is based on the data considered in the School Review process. Our work will focus on differentiation, consistent teacher judgements, PLC processes and assessment and reporting. This is a continuation of the ongoing work of the school, requiring continuous refinement and monitoring for improvement.<br><br>Intent<br>Goal 2: To improve the social and emotional wellbeing of students and staff.<br><br>Rationale<br>It is a priority to keep a focus on wellbeing for both students and staff post COVID. This is to ensure that a link is maintained with the professional learning undertaken in the areas of trauma-informed and inclusive practices such as Berry St, Respectful Relationships |

and School Wide Positive Behaviour Support.

Focus
Year 1 (2024)
Targets:
Emotional awareness and regulation to 71%
Sense of connectedness to 73%
Motivation and interest to 73%
Collective Efficacy to 85%
Teacher collaboration to 58%
Student connectedness to 88%
Teacher communication to 64%

Actions:
Evaluate
- Consolidate current multi-tiered systems of behavioural and academic support and identify strengths and barriers in practices and processes.
- Establish parent-to-school partnerships through implementation of whole school events and refining of reporting processes.
- Identify Mental Health And Wellbeing Leader (MHAWL) and select mental health program from the mental health initiative.
- Embed Disability Inclusion practices and processes across whole school e.g. IEPs, SSG meetings, school specialist.

Year 2 (2025)
Targets:
Emotional awareness and regulation to 72%
Sense of connectedness to 74%
Motivation and interest to 74%
Collective Efficacy to 86%
Teacher collaboration to 60%
Student connectedness to 89%
Teacher communication to 66%

Actions:
- Review multi-tiered systems of behavioural and academic support and embed whole school practices and processes.
- Review parent-to-school partnerships through implementation of whole school events and reporting processes.
- Embed Mental Health And Wellbeing program across whole school to support the wellbeing and Learning to be programs.
- Review Disability Inclusion practices and processes across whole school e.g. IEPs, SSG meetings and school specialist.

| | Year 3 (2026)<br>Targets:<br>Emotional awareness and regulation to 73%<br>Sense of connectedness to 75%<br>Motivation and interest to 75%<br>Collective Efficacy to 87%<br>Teacher collaboration to 62%<br>Student connectedness to 90%<br>Teacher communication to 68%<br><br>Actions:<br>- Monitor multi-tiered systems of behavioural and academic support and embed whole school practices and processes.<br>- Monitor parent-to-school partnerships through implementation of whole school events and reporting processes.<br>- Review Mental Health And Wellbeing program across whole school to support the wellbeing and Learning to be programs.<br>- Monitor Disability Inclusion practices and processes across whole school e.g. IEPs, SSG meetings and school specialist.<br><br>Year 4 (2027)<br>Targets:<br>Emotional awareness and regulation to 74%<br>Sense of connectedness to 76%<br>Motivation and interest to 76%<br>Collective Efficacy to 88%<br>Teacher collaboration to 64%<br>Student connectedness to 91%<br>Teacher communication to 70%<br><br>Actions:<br>- Evaluate consistency of multi-tiered systems of behavioural and academic support and embed whole school practices and processes.<br>- Evaluate parent-to-school partnerships through implementation of whole school events and reporting processes.<br>- Monitor and evaluate Mental Health And Wellbeing program across whole school to support the wellbeing and Learning to be programs.<br>- Evaluate Disability Inclusion practices and processes across whole school e.g. IEPs, SSG meetings and school specialist. |
|---|---|

# School Strategic Plan - 2023-2027

Werribee Primary School (0649)

| Goal 1 | Improve student learning outcomes in literacy and numeracy. |
| --- | --- |
| **Target 1.1** | NAPLAN: By 2027, increase the percentage of students achieving in the Exceeding and Strong proficiency levels for:<br><br>Year 3:<br><br>&bull; Reading from 79% (2023) to 83%<br>&bull; Writing from 71% (2023) to 75%<br>&bull; Numeracy from 69% (2023) to 73%<br><br>Year 5:<br><br>&bull; Reading from 77% (2023) to 81%<br>&bull; Writing from 80% (2023) to 84%<br>&bull; Numeracy from 78% (2023) to 82% |
| **Target 1.2** | Teacher Judgements: By 2027 increase the percentage of Year F to 6 students achieving at or above the expected level in the Victorian Curriculum in:<br><br>&bull; Reading from 79% (2023) to 83%<br>&bull; Writing from 73% (2023) to 77%<br>&bull; Numeracy from 81% (2023) to 85% |

| Target 1.3 | By 2027 increase the percentage of positive endorsement from the following factors in the student Attitudes to School Survey:<br><br>• Stimulated Learning from 70% (2023) to 74%<br>• Student voice and agency from 61% (2023) to 69%<br>• Differentiated learning challenge from 80% (2023) to 84% |
|---|---|
| **Key Improvement Strategy 1.a**<br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build teacher capacity to differentiate teaching to activate student voice and learner agency and ensure challenge and progress for each student |
| **Key Improvement Strategy 1.a**<br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |
| **Key Improvement Strategy 1.b**<br>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 | Refine and strengthen the PLC approach for implementing collaborative inquiry to inform planning teaching and to evaluate and strengthen teaching strategies |
| **Key Improvement Strategy 1.b**<br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | |

| Goal 2 | Improve the social and emotional wellbeing of students and staff. |
|---|---|
| Target 2.1 | By 2027, increase the percentage of positive endorsement for the following factors in the student Attitudes to School Survey:<br><br>• Emotional awareness and regulation from 70% (2023) to 74%<br>• Sense of connectedness from 72% (2023) to 76%<br>• Motivation and interest from 71% (2023) to 75% |
| Target 2.2 | By 2027, increase the percentage of positive endorsement for the following factors in the School Staff Survey:<br><br>• Collective Efficacy from 83% (2023) to 88%<br>• Teacher collaboration from 56% (2023) to 62% |
| Target 2.3 | By 2027, increase the percentage of positive endorsement for the following factors in the Parent, Caregiver and Guardian Opinion Survey:<br><br>• Student connectedness from 87% (2023) to 91%<br>• Teacher communication from 62% (2023) to 70% |
| **Key Improvement Strategy 2.a**<br>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 learning and wellbeing. |
| **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** Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Strengthen partnerships with parents and carers to enhance student learning, engagement and wellbeing. |
| **Key Improvement Strategy 2.b** Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | |
| **Key Improvement Strategy 2.c** Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Embed positive mental health approaches across the school. |
| **Key Improvement Strategy 2.c** Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | |