

School Strategic Plan 2020-2024

Wyndham Vale Primary School (5549)



Submitted for review by Susan Seneviratne (School Principal) on 25 March, 2021 at 05:35 PM

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School vision	<p>Our school vision statement is 'High Levels of Achievement for All Students'</p> <p>Clarifications: High Level: standard stated in the curriculum, or above All: students we expect to live an independent life</p> <p>We will not dismiss students for the wrong reasons as they have to compete on an equal footing later in life</p>
School values	<p>Respect Responsibility Honesty</p> <p>These values shape all that we do: and are the basis for the student behaviour matrix, which reflects behaviour both in the classroom and in the yard. We have the same expectations of our staff and parent community.</p>
Context challenges	<p>School context Wyndham Vale Primary School is located in the City of Wyndham, approximately 41 kilometres from Melbourne. The school was founded in 2015. The school's socio-demographic profile places it in the low-medium range. The school facilities consist of two permanent classroom buildings, inclusive of an administration centre, library and art room. There is also a gymnasium with a full sized basketball court. Beyond that classes are housed in relocatable classrooms - which numbered 38 separate classes in 2020. The school has continued to experience rapid growth over its first six years after opening with 151 children in January 2015. Current enrolment sits at 1,148. The school provides an approved curriculum framework, aligned to the Victorian Curriculum, which is differentiated to meet student needs, and this includes language studies in Auslan and Wathourong. The school caters to a diverse student population, which includes 33 percent of enrolments who are equity funded, and 35 percent who are EAL funded - with a further 20 percent non-funded EAL students.</p> <p>Following on from our school self-evaluation and review process, the following challenges were identified as areas of focus for work over the course of the next four years: - continual enrolment growth (anticipated to start to slow from here on), which present challenges in recruiting, and upskilling of staff who are often at the commencement of their career</p>

	<ul style="list-style-type: none"> - Whilst the review process identified that the school had sound procedures to cater for our high achieving students, there was room for improvement, and the children themselves noted that there was not always sufficient challenge. Some teachers felt they lacked the skill set to cater well for these pupils - Koorie students - there is a need to maintain the current work in this area ensuring that these children have support, a voice and a profile - students who have English as an Additional Language (EAL). The majority of these are working at expected level or higher, but there is a much higher proportion of EAL children (versus) non EAL in the bottom two bands of NAPLAN when data from this assessment is considered. Teacher judgement around student progress in this area also needs some work. - student voice and agency: whilst it was deemed that this was evident across the school it was not always to a high level, and there was a lack of consistency in implementation between classrooms and PLCs.
<p>Intent, rationale and focus</p>	<p>As our school vision statement focuses on high levels of achievement for ALL students, we have some key work to do to progress our results in some areas. These were identified as a part of the School Review process, and moves us toward providing the same results for all students, regardless of ability or background, and is inclusive of the following priorities:</p> <ul style="list-style-type: none"> - continual improvement in all student outcomes in literacy and numeracy.... with a focus on high growth, not solely looking at outcome - working towards the same outcomes for EAL students, as we achieve for non EAL students, especially as it relates to data around NAPLAN achievement - further growth and enrichment for our high achieving students - improve outcomes in student wellbeing, largely driven by the School Wide Positive Behaviour Strategy - development of rigor around the use of student voice and agency in their learning, and school operations - a continuation of our strategic response to student intervention and the maintenance of high level Professional Learning Community (PLC) groups <p>The sourcing and implementation of relevant professional learning for staff around the above will be a key strategy in improving outcomes in these areas.</p> <p>Given the relatively good data sets around each of our surveys (staff, parent and student opinion surveys) the challenge will be to not only maintain, but to continue to move forward around the key areas of these questionnaires.</p>

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Goal 1	Improve Literacy and Numeracy achievement and learning growth for every student.
Target 1.1	<p>Teacher judgement</p> <p>Across Prep–Year 6, the percentage of students demonstrating 12 months or more learning growth in Reading & viewing, Writing, and Numeracy using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data will be:</p> <p>Reading & viewing – from 86.57 to 90</p> <p>Writing – 68.7 to 80</p> <p>Number and Algebra – 80.4 to 90</p> <p>Statistics and Probability – 76.3 to 90</p>
Target 1.2	<p>NAPLAN</p> <p>By 2024 increase the percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN for:</p> <p><i>Year 3</i></p> <ul style="list-style-type: none">• Reading to 58% (from 44% in 2019)• Writing to 58% (from 51% in 2019)

	<ul style="list-style-type: none"> • Numeracy to 45% (from 35% in 2019) <p><i>Year 5</i></p> <ul style="list-style-type: none"> • Reading to 42% (from 38% in 2019) • Writing to 30% (from 24% in 2019) • Numeracy to 35% (from 22% in 2019) <p>By 2024, increase the percentage of Year 5 students achieving At or Above benchmark growth in NAPLAN to 85 per cent or above for:</p> <ul style="list-style-type: none"> • Reading (from 81% in 2019) • Writing from (78% in 2019) <p>and to 88% for numeracy (from 86% in 2019)</p> <p>By 2024 increase the percentage of Year 5 EAL students achieving At or Above benchmark growth in NAPLAN Reading to 35 per cent or above (from 29 per cent in 2019)</p>
<p>Target 1.3</p>	<p>SSS</p> <p>By 2024, the per cent positive endorsement on SSS will be 80 per cent for:</p> <ul style="list-style-type: none"> • Academic emphasis (from 76% in 2020) • Teacher collaboration (from 78% in 2020) • Understand how to analyse data (from 74% in 2020)

Target 1.4	By 2024, student participation in the AToSS will be 95 per cent (from 82 per cent in 2019)
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Embed the agreed school instructional models, integrating the use of HITS, to enable consistent, high quality instruction in every classroom.
Key Improvement Strategy 1.b Building leadership teams	Further develop the PLC culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation.
Key Improvement Strategy 1.c Curriculum planning and assessment	Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.
Goal 2	Improve student voice and learner agency so that students become more self-regulating, independent learners.
Target 2.1	<p>AToSS</p> <p>By 2024, the per cent positive endorsement on the AToSS will be:</p> <ul style="list-style-type: none"> • Student voice and agency—85% or above (from 81 in 2019) • Sense of confidence—90% or above (from 86% in 2019) • Connectedness—90% or above (from 87% in 2019)
Target 2.2	<p>School developed survey</p> <p>By 2024, the data will improve by 10 per cent on baseline data to be determined in 2021.</p>

Target 2.3	SSS By 2024, the per cent positive endorsement on the SSS will be: <ul style="list-style-type: none"> • Use student feedback to improve practice—87% or above (from 82% in 2019) • Understand curriculum—85% or above (from 79% in 2019) • Skills to measure impact—90% or above (from 87% in 2019) • Plan differentiated learning activities—90% or above (from 87% in 2019)
Target 2.4	Student attendance By 2024, average absence days per full time equivalent student will be reduced from 17.1 in 2019 to 14.5.
Key Improvement Strategy 2.a Empowering students and building school pride	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes.
Key Improvement Strategy 2.b Empowering students and building school pride	Build student capabilities to monitor and assess their own learning.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop a learning climate that promotes challenge, engagement, inquiry and curiosity.
Goal 3	Improve student wellbeing.

Target 3.1	<p>AToSS</p> <p>By 2024, the per cent positive endorsement on the AToSS will be:</p> <ul style="list-style-type: none"> • Teacher concern—90% or above (from 86% in 2019) • Managing bullying—87% or above (from 84% in 2019) • Respect for diversity—87% or above (from 85% in 2019)
Target 3.2	<p>POS</p> <p>By 2024, responses to the POS will show 70 per cent or more positive endorsement for Not experienced bullying (from 62 per cent in 2019)</p>
Target 3.3	<p>SWPBS</p> <p>By 2024, the annual number of negative behaviour reports will decrease by 10 per cent on baseline data to be gathered in 2021.</p>
<p>Key Improvement Strategy 3.a Setting expectations and promoting inclusion</p>	<p>Embed the SWPBS strategy across the school.</p>
<p>Key Improvement Strategy 3.b Setting expectations and promoting inclusion</p>	<p>Embed consistent and whole-school approach to promoting attendance.</p>

Key Improvement Strategy 3.c
Curriculum planning and assessment

Implement and embed Respectful Relationships curriculum.