



School Strategic Plan for Westgarth Primary School 4177

2015 -2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Jo-Ann Wheeler</p> <p>Date September 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Ian MacLean</p> <p>Date September 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name Graham Stevenson</p> <p>Date September 2015</p>

School Profile

<p>Purpose</p>	<p>Westgarth Primary School’s mission is to ‘Foster a community that empowers everyone to be their best’.</p> <p>The school’s purpose is the pursuit of life-long learning, environmental sustainability positive social, emotional and physical wellbeing. We promote the development of confidence, independence, creativity, personal responsibility, resilience, persistence and high-level communication and thinking skills. Students are encouraged to be their best and show respect for themselves and others by proudly adopting the school motto: Be your best and be safe, be fair, be friendly.</p>
<p>Values</p>	<ul style="list-style-type: none"> • Respect – <i>We appreciate diversity and the worth in others.</i> • Integrity – <i>We aim to be consistently honest and trustworthy.</i> • Excellence (Being your best) – <i>We accept the challenge of new learning and always try our best.</i> • Working together – <i>We work with others to achieve and promote the involvement and contribution of all.</i> • Responsibility – <i>We recognise we are accountable for our actions towards ourself, others and the environment.</i>
<p>Environmental Context</p>	<ul style="list-style-type: none"> • Currently there are 591 students enrolled with an almost even split between girls and boys. The school serves a socio-economically advantaged community; 90 per cent of families are in the upper 50 per cent on the Index of Community Socio-Educational Advantage and the school is describe in the annual report as serving families with a high socio-economic profile; students from a language background other than English is moderate at 23 per cent; and the proportion of students funded for disability support, classified as having English as an additional language, or from indigenous or refugee backgrounds are low ranging from four to less than one per cent. • The school enrolment has increased significantly over the past four years (from 455 in 2010), resulting in the need to supplement the permanent building stock with several relocatable classrooms. Demographic trends suggest that enrolments may have peaked. • The school has two sites. The Brooke Street junior site houses Prep to Year 2, administration and staff facilities. The larger site, Clarke Street, houses Years 3 to 6, specialist facilities (gym, music, art and kitchen garden), and a kindergarten (run separately from the school, but on school-owned land). Both sites have excellent buildings and grounds which are well maintained. The building stock varies from older 70s open-plan learning spaces to recently constructed learning studio spaces. While there are relocatables on both sites these are integrated and well resourced providing pleasing spaces. Lots of flow-through spaces are provided in the permanent buildings for large and small group activities. • In addition to a focus on literacy, numeracy and social development, the curriculum features inquiry based learning, a sustainability focus, specialist classes in Music, Languages (Spanish), Art, Physical Education/Sport,

	<p>and a Stephanie Alexander Kitchen Garden Program. There is a school production every two years and camps at years 4 and 6.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan and policy development and review. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure that all students can reach their personal best. • All students will receive instruction that is adapted to their individual needs and they will be provided with timely and targeted feedback by teachers. • The school will respond to all communication by parents and caregivers personally or via school communication diaries. The school newsletter will also be a key communication vehicle. All staff will be approachable and available to families. • Parents will be engaged regularly when their child does not behave in an acceptable manner and students will play an active part in the development and review of the school’s behaviour policies and practice.

Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Develop a learning culture that fosters high literacy and numeracy achievements for all students.</p>	<p>Every student deemed capable to achieve at least one year's growth in learning as measured by a range of data sources such as: AusVels teacher judgements and various external measures such as NAPLAN, PAT, On Demand, Mathematics Online Interview, English Online Interview.</p> <p>By 2018, 100% of year 5 students will be at or above band 5 and 50% at or above band 7 for all aspects of NAPLAN with</p> <p>90% of students P-6 at or above in all aspects of Literacy and Numeracy by the end of the review period.</p> <p>Value add from Year 3 to 5 in all aspects of Naplan to show at least 2 year proportional growth.</p> <p>Alignment of teacher judgements and NAPLAN results.</p>	<p>Curriculum</p> <ul style="list-style-type: none"> • Implementation of an research-based consistent whole school approach to teaching Literacy and Numeracy P-6. • Curriculum is aligned with school instructional model/s and school assessment as, for and of learning. <p>Teacher Practice</p> <ul style="list-style-type: none"> • Develop and improve teacher practice through the adoption of school-wide instructional model for Numeracy and Literacy based on evidence-based (based on data and student needs) teaching approaches, eg. Curiosity and Powerful Learning/Theories of Action and higher order questioning and thinking skills to improve student learning and to strengthen teacher capacity. • Provide strong support for staff professional learning, focussed on improving teaching practice, consistency of practice and the sharing of highly effective teaching and learning strategies. <p>Assessment Practices</p> <ul style="list-style-type: none"> • Implementation of the school-wide assessment schedule. • Ensure effective and efficient use of student learning data and assessment tools to track individual student progress, inform teacher practice, align teacher judgements and monitor and plan for student learning. <p>Leadership and Teams</p> <ul style="list-style-type: none"> • Establish role clarity and key responsibilities for all staff. • Build effective teams to implement the school's vision.

<p>Engagement</p> <p>All students to be curious, creative, globally aware and contributing citizens.</p>	<p>Improve the results in stimulating learning on the student' Attitudes to School survey to be consistently at or above the State mean.</p>	<p>Develop curriculum that fosters curiosity and creativity and values student voice, student choice and the celebration of learning.</p> <ul style="list-style-type: none"> • Learning is visible to students, parents and the wider community. • Curriculum is inclusive of real life connections and meaningful learning experiences. • Develop the capacity of students and teachers to use ICT to enhance student engagement. • Develop approaches to student learning that emphasises differentiation and personalisation. • Investigate and implement tools and strategies that teachers and students can use to foster higher order thinking, curiosity and creativity.
<p>Wellbeing</p> <p>Develop resilient students who feel safe, supported and valued and contribute to a positive learning environment.</p>	<p>Improve the 'student distress' and 'student morale' on the students' Attitude to School survey to be at or above 'like schools'.</p> <p>Improve the Parent opinion survey variable in 'Student safety' and 'Classroom Behaviour' to be consistent with 'like' schools.</p>	<p>Ensure that the school's values are visible in student, teacher and parent practice within the school.</p> <ul style="list-style-type: none"> • Review and further build on current practices to support student wellbeing. • Embed the KidsMatter Framework as a school wide approach to enhance our current practices in mental health and wellbeing. • Increase student voice to address identified in the Attitude to School Survey. • Provide explicit social and emotional development programs for students across the school. • Clearly articulate the school values and how they will be exemplified.
<p>Productivity</p> <p>Use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.</p>	<p>For the school to maintain effective resource allocation.</p> <p>The 'Overall Score' in the Staff Opinion Survey variable of the 'Collective responsibility', 'Collective efficacy' and 'Teacher collaboration' section is consistently increasing over the period of the Strategic Plan.</p>	<p>Key improvement strategies as outlined in the Achievement, Engagement and Wellbeing sections will provide direction for resource allocation.</p> <ul style="list-style-type: none"> • Use school data to monitor improvement in priority areas. • Structure an individualised professional development program which addresses priorities that align with goals in the AIP. • Develop a performance and development culture that supports role clarity and a distributive leadership model. • Review school governance and organisational structures.

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones
Achievement			
<p>Curriculum</p> <ul style="list-style-type: none"> Implementation of an research-based consistent whole school approach to teaching Literacy and Numeracy P-6. <p>Teacher Practice</p> <ul style="list-style-type: none"> Develop and improve teacher practice through the adoption of school-wide instructional model for Numeracy and Literacy based on evidence-based (based on data and student needs) teaching approaches, eg. Curiosity and Powerful Learning/Theories of Action and higher order questioning and thinking skills to improve student learning and to strengthen teacher capacity. Provide strong support for staff professional learning, focussed on improving teaching practice, consistency of practice and the sharing of highly effective teaching and learning strategies. <p>Assessment Practices</p> <ul style="list-style-type: none"> Implementation of the school-wide assessment schedule. 	<p>Year 1-4</p>	<ul style="list-style-type: none"> Time allocation to teaching and learning PLTs, including data analysis and professional development opportunities to build teacher capacity. Students aware of individual learning needs. <p><i>Participation in the McREL – Myer Curiosity and Powerful learning project to enhance teacher practice and pedagogical knowledge.</i></p> <ul style="list-style-type: none"> Establish teaching and learning protocols. Review current practice and establish a preferred instructional model used in the school for the teaching of Literacy and Numeracy. <ul style="list-style-type: none"> Implementation of Teaching and Learning coaching across the school. <ul style="list-style-type: none"> Appoint a data manager. Consolidate data meetings. Review current assessment tools that are 	<ul style="list-style-type: none"> Differentiation of the curriculum is informed by assessment data. Improvement in student achievement for Literacy and Numeracy. <ul style="list-style-type: none"> Improvement in student achievement for Literacy and Numeracy. Teaching and learning practice, planning and documentation are aligned with pedagogical framework. All teaching staff have a clear understanding of a consistent pedagogy P-6 and are investigating the implementation of WPS’s preferred models of teaching and learning in Literacy and Numeracy. <ul style="list-style-type: none"> Peer-to-peer teaching, modelled sessions and reflections are taking place regarding the structure and strategies appropriate to the WPS teaching models. <ul style="list-style-type: none"> Revised assessment schedule

<ul style="list-style-type: none"> • Ensure effective and efficient use of student learning data and assessment tools to track individual student progress, inform teacher practice, align teacher judgements and monitor and plan for student learning. <p>Leadership and Teams</p> <ul style="list-style-type: none"> • Establish role clarity and key responsibilities for all staff. • Build effective teams to implement the school’s vision. 		<p>suitable for individual student needs.</p> <ul style="list-style-type: none"> • Professional development staff on how to analyse data and use it to differentiate Literacy and Numeracy. • Develop staff roles and responsibilities documentation in alignment with DET HR guidelines. • Development and implementation of effective team professional learning. 	<ul style="list-style-type: none"> • Teacher judgements are aligned with external measures of student achievement. • Development and implementation of consistent methods for feedback on student performance, such as developmental continuums. • Publication of a staff handbook that outlines roles, responsibilities and other school-based processes. • A shared vision.
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Engagement
Develop curriculum that fosters curiosity and creativity and values student voice, student choice and the celebration of learning.

<ul style="list-style-type: none"> • Learning is visible to students, parents and the wider community. • Curriculum is inclusive of real life connections and meaningful learning experiences. • Develop the capacity of students and teachers to use ICT to enhance student engagement. • Develop approaches to student learning that emphasises differentiation and personalisation. 	<p>Year 1-4</p>	<ul style="list-style-type: none"> • Establish a whole-school inquiry approach. • Redefine throughlines for Inquiry that reflect the needs and interests of the community. • Develop a whole school pedagogy for the use of ICT. • Build the capacity of the staff to implement the whole school pedagogy as well as ICT programs and web tools. • Increase everyday opportunities for students to share their ideas, make 	<ul style="list-style-type: none"> • All staff (including education support staff) to attend professional development relating to WPS inquiry model. • All teachers to adopt and put whole school inquiry model into practice. • All teachers to adopt and put whole school ICT pedagogy into practice. • Planning documents reflect the use of ICT programs and web tools. • Students will be able to articulate what they are learning.
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<ul style="list-style-type: none"> Investigate and implement tools and strategies that teachers and students can use to foster higher order thinking, curiosity and creativity. 	<p>decisions and choices, and self-direct some of their learning.</p> <ul style="list-style-type: none"> Use a variety of methods to seek feedback from and to students. Employ the Theories of Action from the <i>Curiosity and Powerful learning</i> to establish teaching and learning protocols around thinking, creativity and curiosity. 	<ul style="list-style-type: none"> Every student will be taught at their challenge level. Learning programs reflect the interests of students and their individual learning styles.
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Wellbeing
Ensure that the school's values are visible in student, teacher and parent practice within the school.

<ul style="list-style-type: none"> Review and further build on current practices to support student wellbeing. Embed the KidsMatter Framework as a school wide approach to enhance our current practices in mental health and wellbeing. Provide explicit social and emotional development programs for students across the school. Increase student voice to address identified in the Attitude to School Survey. Clearly articulate the school values and how they will be exemplified. 	<p>Year 1-4</p>	<ul style="list-style-type: none"> Implement all four components of the KidsMatter Framework. Instil a sense of optimism and positivity in students in relation to how they feel about themselves as learners and as people. Review and implement Social Competencies programs already within the school. Run student forums to unpack the Student Attitudes to School surveys. Development and publication of school values booklet that clearly articulates how the schools values will be exemplified by students, teachers and parents. 	<ul style="list-style-type: none"> Confidence and resilience is exhibited in a variety of social and learning environments. Moving between learning, playground and social groups competently and without anxiety. Increased scores for student safety and peer connections on the students' Attitudes to School survey. Improve Attitude to School survey data to be at or above 'like schools'. Students, staff and parents to know and refer to the school values which will be visible in classrooms and around the school.
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Productivity
Key improvement strategies as outlined in the Achievement, Engagement and Wellbeing sections will provide direction for resource allocation.

<ul style="list-style-type: none"> Use school data to monitor improvement in priority areas. 	<p>Year 1-4</p>	<ul style="list-style-type: none"> At the end of each year explore student achievement data to identify areas for growth. Develop the AIP to address areas for 	<ul style="list-style-type: none"> Resourcing allocation and AIP to reflect needs of students and annual levels of funding.
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		improvement.	
<ul style="list-style-type: none"> • Structure an individualised professional development program which addresses priorities that align with goals in the AIP. • Develop a performance and development culture that supports role clarity and a distributive leadership model. • Review school governance and organisational structures. 		<ul style="list-style-type: none"> • Recruit and/or place key staff to provide leadership and facilitate coaching/peer learning. • Plan the whole-school professional development program to align with the AIP. • Address the professional learning needs of particular teams or individuals through the professional development plan and set targets for improvement through the Performance Management Program. • Establish a Governance Working Party to review current practices and implement best practice. 	<ul style="list-style-type: none"> • Key staff allocated leadership responsibilities and involved in developing opportunities for coaching/peer learning. • Professional development needs of all staff are assessed annually and targets established in each staff members performance and development plan. • Review School Council functions and sub-committee structure through a School Governance working party. • General satisfaction in the Parent Opinion Survey to be at or above state and similar schools for all years 2015-2018.