

School Strategic Plan 2020-2024

Whittlesea Primary School (2090)



Submitted for review by Ty Hoggins (School Principal) on 05 August, 2021 at 10:55 AM

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School vision	At Whittlesea Primary School the student is at the centre of everything we do. Our vision is to be an inclusive community where learning is highly valued. We strive to develop and support the emotional, social and physical wellbeing of the whole child. We create a positive climate for learning that encourages all children to become collaborative and innovative members of local and global communities.
School values	<p>Our values are framed around three core expectations: -</p> <ul style="list-style-type: none">- Respect Your School- Do Your Best- Help Others Succeed <p>These three core expectations were introduced when the school adopted the School-wide Positive Behaviour Support framework. The three expectations make clear positive behaviours which lead to a safe, supportive and successful learning environment. Respect Your School focuses on the key values of Respect and Responsibility. It extends to all stakeholders within the school community, including students, parents and teachers. It also relates to the physical environment and the rules and expectations that are necessary to establish a high performing school.</p> <p>Doing Your Best embraces the values of excellence and achievement and the characteristics of successful learners such as persistence.</p> <p>Helping Other's Succeed focuses on how we display empathy and care for others. At Whittlesea Primary School we insist that individuals consider how their actions can help support the learning and wellbeing of others.</p>
Context challenges	Through the review process it has been established that Whittlesea Primary School is well placed to take significant steps towards achieving greater outcomes in the key areas of academic achievement and student wellbeing, encompassing student agency and positive climates for learning. In the last strategic period, growth and improvement in wellbeing has been a priority and this area will be a continued focus. Throughout the previous SSP, challenging behaviours, poor student engagement and low connectedness were challenges to school improvement. Moving into this new period the implementation of School Wide Positive Behaviours and a consistent and fully embedded approach has brought about significant change. Classrooms are noted as being calm and orderly environments and indicative of having the preconditions necessary for rich learning. Despite the schools vastly improved wellbeing programs and processes, the community still presents with great needs in this area and particular events have led to this. Remote Learning and the general COVID restrictions have had a profound effect on many students and their families. This in combination with the historical events of Black Saturday has created a need for mental health and trauma informed practices to be a key element to Whittlesea Primary School's future success. Whittlesea Primary's profile also includes higher proportions of students identified as

	<p>being at risk or identified as requiring support through the program for Students with Disabilities. The current funding of 29 students represents 7% of the student population receiving formal funding support.</p> <p>Maintaining a diverse, skilled, and stable workforce is also historically difficult in Whittlesea, yet something that has improved over the past two years. Prior to 2019 staff turnover could be as high as 20% annually and this led to inconsistencies in practice, leadership instability, inexperience and a general down shift in staff climate. Being on the fringe of the metropolitan area, historically attracting teachers to the school can be more challenging compared to those schools closer to the hubs of Mill Park, Bundoora or similar. Moving into the new strategic period Whittlesea Primary School now has a workforce profile weighted slightly towards more experienced teachers and an established and high performing leadership group.</p> <p>Improved collaboration and a focus on improving teacher practice are being achieved through the introduction of PLC - Professional Learning Communities. While Whittlesea Primary School committed to the approach some time ago, due to COVID interruptions, this is the school's first opportunity to implement PLC structures across all teams. This work is in its early stages and requires more focus to become embedded.</p> <p>Moving forward, other challenges include shifting long held community attitudes to school and the limited engagement of many stakeholders within the community. Through a range of initiatives, the school will strive to improve connectedness, pride and agency. To succeed and meet the targets of the new plan, the school will harness the skills and experience of the connected, passionate staff who are eager to adopt new learning. Consistency in practice and, informed and true differentiation of learning are key challenges, as is focusing on the growth of all students from any given starting point.</p>
<p>Intent, rationale and focus</p>	<p>Whittlesea Primary School's first intent over the next strategic period is to maximise learning growth for every student. We are primarily focused on benchmark growth as the key achievement target. We philosophically believe all students can learn and we are tasked with adding the greatest value possible over a given time frame. Through achievement in this area, we are ensuring all students leave our school literate, numerate and with the skills and confidence to become lifelong learners. The key priorities within this intent are the development of a skilled workforce of educators and support staff who utilise consistent teaching methodologies across the school. Through the improved used of data, our teachers will deliver well differentiated learning experiences that challenge each learner. PLC structures will be pivotal early in growing a professional learning culture driven from within the team. This will grow throughout the strategic period to include more comprehensive coaching and observation programs where a common aim to improve instructional practice leads to greater outcomes.</p> <p>We are also looking to grow and build on our past success in the area of wellbeing, this time more directed to confidence and resilience. In response to clear trends in attitudinal and achievement data, we wish to build on our work in School wide Positive Behaviours to develop these areas. When learners are confident and resilient, they are more likely to be engaged and connected to the school, attempt challenging learning, experience success from being active in learning and have a greater ability to bounce back from challenges. In response to highly interrupted years most recently, these skills will support our students to achieve into the future post COVID. Through a comprehensive wellbeing approach and a continually educated and experienced staff, approaches in mindfulness will be implemented as a priority in combination with the explicit teaching of skills in the social and emotional domains. Through achievement in this space, Whittlesea Primary School's graduates will be happier, active students with skills to overcome adversity and meet challenges, both academic and personal.</p> <p>The final area of achievement relates to student's agency and engagement in learning. This intent is specific to students having</p>

	<p>greater voice and agency in the learning process. When students actively and collaboratively set goals, have genuine input into what they learn, how they learn and how they demonstrate their learning greater outcomes are achieved. As a school we are prioritising active, engaged, and confident learners over compliant students who complete tasks as provided. We value hearing from students through regular structured and informal methods and will use these insights and collaboration opportunities to plan personalised, engaging learning experiences. Our priorities within this intent are to hear honest opinions from our students, create opportunities for genuine and authentic engagement and to be flexible and responsive to the needs of the individual and cohorts over time.</p>
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Goal 1	Maximise learning growth for all students.
Target 1.1	Writing <ul style="list-style-type: none">• Increase the percentage of students achieving above benchmark growth in NAPLAN at Year 5 from 8% (2019) to 20% (2024)• Increase the percentage of students in the top 2 bands in NAPLAN at Year 5 from 6% (2019) to 18 % (2024)• Increase the percentage of P-6 students above expected levels based on teacher judgement from 29% (2019) to 35 % (2024)
Target 1.2	Reading <ul style="list-style-type: none">• Increase the percentage of students achieving above benchmark growth in NAPLAN at Year 5 from 13% (2019) to 20% (2024)• increase the percentage of students in the top 2 bands at Year 5 from 13% (2019) to 22 % (2024)
Target 1.3	Numeracy <ul style="list-style-type: none">• Increase the percentage of students achieving above benchmark growth in NAPLAN at Year 5 from 5% (2019) to 19% (2024)

	<ul style="list-style-type: none"> • Increase the percentage of students in the top 2 bands in NAPLAN at Year 5 from 5% (2019) to 20% (2024) • Increase the percentage of students above expected levels based on teacher judgement from 38% (2019) to 43% (2024)
Target 1.4	<p>School Staff Survey</p> <ul style="list-style-type: none"> • Increase the percentage of positive endorsement for the factor academic emphasis from 59% (2019) to 70% (2024). • Increase the percentage of positive endorsement for the factor collective efficacy from 61% (2019) to 75% (2024).
Target 1.5	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factor differentiated learning challenge from 83% (2019) to 88% (2024).</p>
Key Improvement Strategy 1.a Instructional and shared leadership	Build teacher capability in best practice teaching and learning
Key Improvement Strategy 1.b Building practice excellence	Build the consistent application of the school's instructional model
Key Improvement Strategy 1.c Curriculum planning and assessment	Strengthen differentiation through effective use of data by teachers.

Goal 2	Strengthen student agency and engagement in learning.
Target 2.1	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • motivation and interest from 79% (2019) to 85% (2024) • sense of confidence from 69% (2019) to 80% (2024) • self regulation and goal setting from 82% (2019) to 87% (2024) • student voice and agency from 69% (2019) to 74% (2024)
Target 2.2	<p>School Staff Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • focus learning on real life problems from 67% (2019) to 80% (2024) • collective focus on student learning from 83% (2019) to 88% (2024)
Target 2.3	<p>Parent Opinion Survey</p> <p>Increase the percentage of positive endorsement for the factor:</p> <p>motivation and support from 75% (2019) to 81% (2024).</p>
Key Improvement Strategy 2.a	Develop student learning opportunities that are challenging, differentiated, engaging and promote curiosity

Empowering students and building school pride	
Key Improvement Strategy 2.b Building practice excellence	Strengthen teacher knowledge and practice to activate student voice and agency in learning
Key Improvement Strategy 2.c Empowering students and building school pride	Develop and implement opportunities for students to be reflective and self-monitoring learners.
Goal 3	Maximise the resilience and confidence of all students.
Target 3.1	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • sense of connectedness from 72% (2019) to 80% (2024) • teacher concern from 71% (2019) to 77%% (2024) • resilience from 74% (2019) to 80% (2024)
Target 3.2	<p>Attendance</p> <ul style="list-style-type: none"> • Reduce the number of average absence days from 18.1 days (2019) to 17 days (2024) • Reduce the percentage of students with 20+ days absence from 32% (2019) to 28% (2024).
Key Improvement Strategy 3.a Health and wellbeing	Strengthen the health and wellbeing of students

Key Improvement Strategy 3.b Building practice excellence	Build staff capability to teach social and emotional skills
Key Improvement Strategy 3.c Health and wellbeing	Build the personal and social capabilities of each student.