

# Williamstown Primary School 1183

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## School Strategic Plan 2008 -2011

### School Profile

<b>Purpose</b>	To provide a stimulating and friendly learning environment which promotes the development of responsible, happy, resilient and socially adept students who achieve to the best of their abilities, and develop talents, skills and knowledge in a wide range of disciplines.
<b>Values</b>	Values strongly influence our decisions, behaviours and procedures as individuals, as a school and community. At Williamstown Primary School we have a commitment to learning excellence, building resilience, relationships and respect, teamwork, integrity and good humour. These values need to be evident in all we do.

**Environmental  
Context**

Established in 1873, Williamstown Primary School is one of the oldest in the state and holds strong historical significance for the community. The school population is mainly from an English-speaking background although twenty per cent of the students have at least one parent from a non-English speaking country and in recent years the number of NESB families has risen slightly.

The majority of the school population is drawn from the immediate vicinity. Student mobility is low and the school enjoys strong community support and significant parent involvement. Community expectations are high.

While the school has a relatively high socio-economic status it also has a considerable number of families from significantly socio-economically disadvantaged backgrounds.

The staffing profile has been stable for many years however recently there has been an increase in younger teachers, a change that will continue as more experienced staff members retire. This transition will need to be monitored and successfully managed.

Over a number of years the school has developed a well-planned and relevant curriculum with a strong emphasis on core subjects and integrated units of work through which the school implements in alignment with the Victorian Essential Learning Standards document. In literacy and numeracy the school typically outperforms state means and is largely on or about like-school outcomes. Curriculum planning, moderation and assessment are undertaken in professional learning teams. The school has a strong commitment to a broad curriculum and a multiple intelligence approach providing specialist programs in ICT, physical education, music, art/Italian, reading recovery and library.

The school maintains a strong commitment to the development of positive social skills through the Willy Kids Are Friendly Kids program. The program aims to promote a happy, friendly and resilient outlook in all students, a sense of community and achievement. The values reflected in the program are an essential part of the school's ethos and underpin its approach to all areas from parent participation to curriculum delivery.

Recently the school published a booklet stating our "Values, Beliefs and Successful Teaching Practices", which outlines and articulates the values, the vision and the practices for the school into the coming years.

The school buildings and grounds range from exemplary to poor and there is a genuine need for the refurbishment of the school's century-old junior school building. There is an increasingly strong commitment to environmentally sustainable practices at the school and this is expected to be further embedded in the coming years.

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	To ensure that the greatest number of students as possible reach or surpass the expected standards of VELS English and Mathematics, ICT, Personal Learning and Thinking Processes.	By 2010, 85% of deemed capable students be at or above the Victorian Essential Learning Standards appropriate to their year level in English and Mathematics (using the whole school teacher assessment and AIM indicators)	<ul style="list-style-type: none"> <li>▪ <b>Curriculum Alignment</b> Develop school-based and specific documentation in all curriculum areas but particularly in English and Mathematics.               <ul style="list-style-type: none"> <li>○ Scope and sequence documents including annotated work samples aligned with the Victorian Essential Learning Standards (VELS) progression points and be stated in plain language accessible to all staff and the community.</li> </ul> </li> <li>▪ <b>Assessment and use of data</b> Continue to enhance assessment for learning practices.               <ul style="list-style-type: none"> <li>○ Formalise and implement a Prep – 6 Assessment Schedule to map students' progress throughout their time at Williamstown PS.</li> <li>○ Increased analysis of all data (school-based, AIM etc) by professional learning teams to identify group and individual strengths and weaknesses and inform teaching practice</li> </ul> </li> <li>▪ <b>Professional Learning Teams</b> Provide clear and focused instructional leadership through PLT's that               <ul style="list-style-type: none"> <li>○ communicate a clear instructional focus through purpose, role, and improvement focus statements</li> <li>○ Have a clear focus on improving instructional practice through, for example, scope and sequence that aligns programs with VELS, identifying student work that meets VELS standards, use of assessment data to inform practice,</li> </ul> </li> </ul>

			<p>the use of observation of practice, mentoring, modeling, and PoLT.</p> <ul style="list-style-type: none"> <li>○ Meet routinely to take action on improvement. These teams to form the basis of the performance and development culture.</li> <li>○ Establish tangible and measurable annual student performance milestones for Maths and English at each year level based on VELs</li> <li>○ Focus professional learning on explicit/purposeful teaching.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Intervention Support</b> Provide intervention support to students failing to meet VELs standards (and to extend more able students) in English and Mathematics</li> </ul>
<p><b>Student Engagement and Wellbeing</b></p>	<p>To enhance student relationships based on self-respect, tolerance, resilience and dignity, appropriate social behaviours, positive attitudes to learning, and connectedness to school and peers.</p> <p>To ensure student safety.</p>	<p>Maintain and improve where possible student positive responses to the Attitudes to School Survey School Connectedness at 4.5 Connectedness to Peers at 4.4, and Student Motivation at 4.6</p> <p>A decrease in the whole school absence rate to ten days per</p>	<ul style="list-style-type: none"> <li>• <b>Curriculum Alignment</b> Ongoing monitoring of achievements in the VELs Personal Learning domain.</li> </ul> <p>Ensure maintenance of the current focus on ICT components as a vehicle for delivering engaging and relevant curriculum.</p> <p>School and community-wide promotion of the <i>It's Not OK to be Away</i> program</p> <ul style="list-style-type: none"> <li>• <b>Assessment and use of data</b> Continue to use the Attitudes to School survey and other available data to identify ways to enhance connectedness to school, teachers, peers and community, to inform improvement in student relationships and wellbeing.</li> </ul>

		FTE student by 2010.	<ul style="list-style-type: none"> <li>• <b>Professional Learning Teams</b> Continue to monitor and reinforce through PLT's the values, beliefs, practices and programs articulated in the school's <i>A Statement of Our Values, Beliefs and Successful Learning and Teaching Practices</i>.</li>   <li>Consistently update the Willy Kids Are Friendly Kids program to ensure it meets the needs of the children and is being implemented at all levels across the school.</li>   <li>Staff professional development with a focus on students with special needs, including children funded under the Disabilities and Impairments program and from NESB.</li>   <li>Maintenance of all current transition programs eg. information evenings, buddies, visits to schools, liaison with other agencies.</li>   <li>• <b>Appointment of welfare co-ordinator</b></li> </ul>
<b>Student Pathways and Transitions</b>	To ensure students are well prepared with the knowledge and understanding necessary for smooth and settled transition through the various stages of their schooling at Williamstown.	To increase the rate of agreement responses by parents to the four transition items in the Parent Opinion Survey to an average of 5.8 by 2011.	<ul style="list-style-type: none"> <li>• <b>Refine existing school transition practices</b> The introduction of parent information evenings at the beginning of the year to outline the expectations for each level along with a published outline of expectations for the year.</li>   <li>Staff professional development with a focus on students with special needs, including children funded under the Disabilities and Impairments program and from NESB.</li>   <li>Consistently updating the Willy Kids program to ensure it meets the needs of the children and is being implemented at all levels across the school.</li> </ul>

			<p>Maintenance of all current transition programs eg. information evenings, buddies, visits to schools, liaison with other agencies.</p> <ul style="list-style-type: none"><li>• <b>Assessment and use of data</b> Review of benchmark testing in both Prep and 1\2 to ensure that the program is providing the most appropriate and relevant information.</li></ul>
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