School Strategic Plan 2019-2023

Williamstown Primary School (1183)

TORIA
State
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Education
and Training

School Strategic Plan - 2019-2023

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School vision	To provide all students with an education to succeed in a complex, changing world. Students will develop to be responsible, happy, resilient and socially adept. They will exhibit the qualities of successful learners who are confident and creative and who will become active and informed citizens.
School values	The four core values at Williamtown Primary School are: Respect, Responsibility, Resilience and Learning. The Williamtown Primary School Community - staff, students and families, strive to be respectful, responsible, resilient learners.
Context challenges	Williamstown Primary School is a welcoming community of learners where staff, students and families assume shared responsibility for the provision of the highest quality learning opportunities for our students. Located in the historic bayside suburb of Williamstown, our school has a rich, 145-year history, and strong community connections and traditions. Williamstown Primary School continues to emphasise its commitment to the development of positive social skills through the Willy Kids program, a successful whole- school positive behaviour program. Its values are an essential part of the school's ethos and underpin our approach to all areas of school operations, from parent participation to curriculum delivery. In 2019, Williamstown Primary accommodated twenty-three classes catering for Foundation (Prep) to Year 6 students. We maintained a stable enrolment of approximately 538 students mostly drawn from the Williamstown South neighbourhood area. The staffing profile to support the learning of all students consisted of 2.0 Principal class, 25.0 EFT teachers, including 2 Leading Teachers. In addition, we had 6 Education Support Staff (Integration Aides), 3 Educational Support Officers (Admin), and 2 Educational Support Officers (Learning Intervention). The learning program includes the specialist learning areas of Visual Art, Performing Arts, Physical Education and LoTE (French) for all year levels. A dedicated Science learning space ensures appropriate facilities and resources for the teaching and learning of Science within the curriculum. We have a well-equipped, welcoming library and a specific digital learning space for coding and robotics in 'the Cloud' (upstairs classroom). Key challenges for our school sit with the health and wellbeing space for our students and families. The school has seen an anecdotal increase in the number of students requiring assessments and support for both academic and mental health concerns. The school will continue to work closely with families and qualified professionals to support every learner. The active participation of families within the school community is a reliable and highly valued feature of our school. A strong partnership with parents is developed and considered essential in our endeavour to ensure the successful learning achievement for

	every child. We have a committed and dedicated Friends of Willy (FOW) parent group whose roles are broad and varied. WPS enjoys outstanding support from the FOW through both community engagement and fundraising events for school programs.
Intent, rationale and focus	The 2019-2023 will see our school prioritise: • Literacy and Numeracy student outcomes • Student Agency in learning • Student Engagement and Connectedness. Our aim is to ensure learning is challenging and differentiated for Williamstown Primary School students to maximise their learning growth. We believe if we build the capacity of teachers and leaders to collaborate to deliver quality, evidence informed literacy learning using agreed strategies and that reflect the needs of the range of students, then students' literacy learning outcomes will improve. To do this we will strive to embed an agreed and consistently implemented instructional model, to deliver a guaranteed and viable curriculum which is collaboratively planned and evaluated. We will develop a culture of collective efficacy and continuous improvement in teaching and learning pedagogical practice, based upon high levels of professional collaboration and rigorous assessment. We will work to identify, develop and enhance leadership capacity at all levels of the school. We also believe that building the capacity of teachers to deliver quality, engaging tasks that provide appropriate levels of challenge and that reflect the needs of the range of students, will improve student numeracy learning outcomes. Our next level of work is to strengthen numeracy pedagogical practice to enhance deep challenge. Further, if we foster an environment where students are empowered as learners and leaders, actively contributing to both their own education and to whole school initiatives, their self-efficacy is enhanced, and they experience improved engagement with learning and with the school. During the next SPP period we will undertake to develop the capacity of teachers and students to co-design learning that connects to real world contexts. We will aim to enable students to collaborate and connect their learning to the 'real world' both in and beyond the school gates, through authentic student voice and agency. We will also foster critical and creative thinking and innovation through authentic learning experiences.

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Goal 1	Improve student learning achievement in literacy
Target 1.1	NAPLAN – benchmark growth reduce below benchmark growth in the following domains: • Year 5 writing from 19 per cent in 2019 to 0 per cent by 2023
Target 1.2	NAPLAN – benchmark growth reduce below benchmark growth in the following domains: • Year 5 reading from 19 per cent in 2019 to 0 per cent by 2023
Target 1.3	NAPLAN – benchmark growth increase above benchmark growth in the following domains: • Year 5 writing from 25 per cent in 2019 to 40 per cent by 2023
Target 1.4	NAPLAN – benchmark growth increase above benchmark growth in the following domains: • Year 5 reading from 26 per cent in 2019 to 40 per cent by 2023
Target 1.5	NAPLAN per cent in the top two bands to increase in the following domains: • Year 5 writing from 20 per cent in 2019 to 40 per cent by 2023
Target 1.6	NAPLAN per cent in the top two bands to increase in the following domains: • Year 5 reading from 59 per cent in 2019 to 70 per cent by 2023

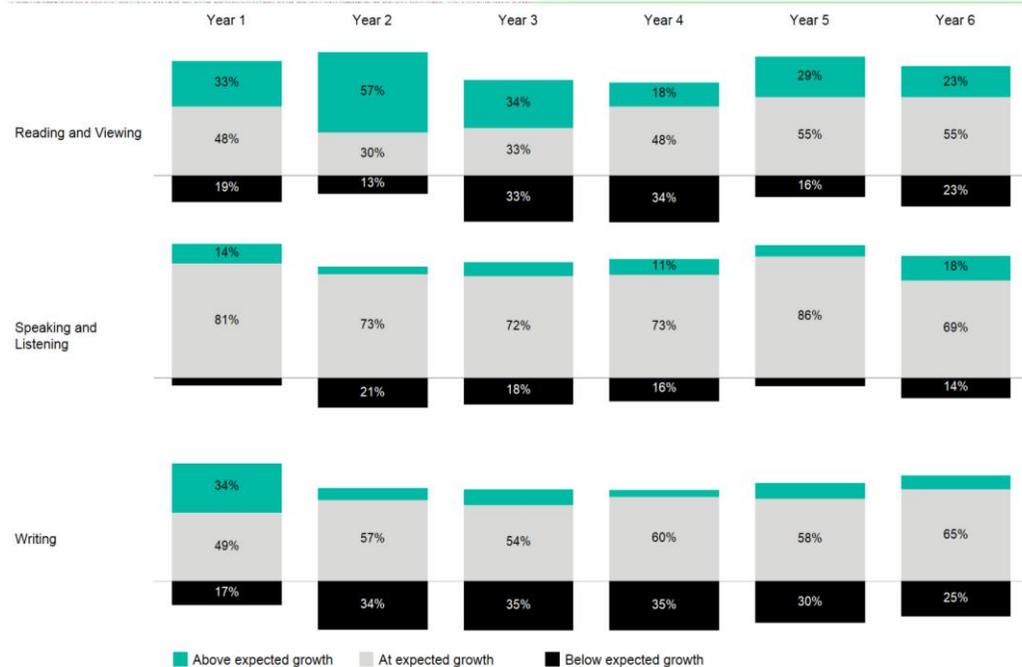| Target 1.7	Staff Opinion Survey - increase the per cent positive endorsement in the following measures: • Collective efficacy from 85 per cent in 2019 to 90 per cent by 2023 • Academic emphasis from 64 per cent in 2019 to 90 per cent by 2023 • Teacher collaboration from 48 per cent in 2019 to 80 per cent by 2023 • Peer observation and feedback from 50 per cent in 2019 to 80 per cent by 2023
Target 1.8	Teacher Judgments – increase the percentage of students achieving at or above the expected growth to 100 per cent from 2019 benchmarks (Benchmark for Sem 1 2018 to Sem 1 2019 Growth). Teacher Judgement Growth ℹ Student growth ℹ **English for students from 2018 - Semester 1 to 2019 - Semester 1** |	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Reading and Viewing	33% / 48% / 19%	57% / 30% / 13%	34% / 33% / 33%	18% / 48% / 34%	29% / 55% / 16%	23% / 55% / 23%
Speaking and Listening	14% / 81% /	/ 73% / 21%	/ 72% / 18%	11% / 73% / 16%	/ 86% /	18% / 69% / 14%
Writing	34% / 49% / 17%	/ 57% / 34%	/ 54% / 35%	/ 60% / 35%	/ 58% / 30%	/ 65% / 25%	 ■ Above expected growth　□ At expected growth　■ Below expected growth

Key Improvement Strategy 1.a Building practice excellence	Embed an agreed and consistently implemented instructional model for Reading and Writing.
Key Improvement Strategy 1.b Curriculum planning and assessment	Embed the delivery of a guaranteed and viable curriculum which is collaboratively planned and evaluated.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Develop a culture of collective efficacy and continuous improvement in teaching and learning pedagogical practice, based upon high levels of professional collaboration and rigorous assessment
Key Improvement Strategy 1.d Building leadership teams	Identify, develop and enhance leadership capacity at all levels of the school
Goal 2	Improve student learning achievement in Numeracy
Target 2.1	NAPLAN – benchmark growth reduce below benchmark growth in the following domains: • Year 5 numeracy from 14 per cent in 2019 to 0 per cent by 2023

	NAPLAN – benchmark growth increase above benchmark growth in the following domains: • Year 5 numeracy from 29 per cent in 2019 to 40 per cent by 2023
Target 2.2	NAPLAN per cent in the top two bands to increase in the following domains: • Year 5 numeracy from 45 per cent in 2019 to 55 per cent by 2023
Target 2.3	Teacher Judgments – increase the per cent of students achieving at or above the expected growth to 100 per cent from 2019 benchmarks (Benchmark for Sem 1 2018 to Sem 1 2019 Growth).

Target 2.4	Students attitudes to School – increase the per cent positive endorsement for the following measures: • Sense of confidence from 78 per cent in 2019 to 90 per cent by 2023
Key Improvement Strategy 2.a Building practice excellence	Strengthen numeracy pedagogical practice to enhance deep challenge
Goal 3	Improve student agency, engagement and connectedness
Target 3.1	Students Attitudes to School survey – increase per cent positive endorsement for the following factor measures: • Stimulated learning from 70 per cent in 2019 to 85 per cent by 2023 • Differentiated learning challenge from 80 per cent in 2019 to 90 per cent by 2023 • Motivation and interest from 75 per cent in 2019 to 85 per cent by 2023 • Student voice and agency from 62 per cent in 2019 to 75 per cent by 2023. Internal surveys and student forums will be conducted to collect qualitative data which will drive new strategies and directions. This data will be collected annually. The school is also investigating the use of PIVOT to support this work.
Target 3.2	Parent Opinion Survey – increase the per cent positive endorsement for the following factor measures: • Effective teaching from 81 per cent in 2018 to 85 per cent by 2023 • High expectations for success from 87 per cent in 2018 to 90 per cent by 2023 • Stimulated learning from 81 per cent in 2018 to 85 per cent by 2023 • Student motivation and support from 81 per cent in 2018 to 85 per cent by 2023
Target 3.3	Staff Opinion Survey – increase the per cent positive endorsement in the following measures:

	• Teaching and learning evaluation module: Use student feedback to improve practice from 54 per cent in 2019 to 75 per cent by 2023.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop the capacity of teachers and students to co-design learning that connects to real world contexts.
Key Improvement Strategy 3.b Empowering students and building school pride	Enable students to collaborate and connect their learning to the 'real world' both in and beyond the school gates, through authentic student voice and agency.
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Foster critical and creative thinking and innovation through authentic learning experiences.