

# School Strategic Plan 2023-2027

Williamstown Primary School (1183)



Submitted for review by Mathew Montebello (School Principal) on 07 February, 2024 at 10:30 AM  
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 07 February, 2024 at 04:25 PM  
Awaiting endorsement by School Council President

# School Strategic Plan - 2023-2027

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<b>School vision</b>	<p>To provide all students with an education to succeed in a complex, changing world.</p> <p>Students will develop to be responsible, happy, resilient and socially adept.</p> <p>They will exhibit the qualities of successful learners who are confident and creative and who will become active and informed citizens.</p>
<b>School values</b>	<p>The four core values at Williamstown Primary School are: Respect, Responsibility, Resilience and Learning.</p> <p>The Williamstown Primary School Community - staff, students and families, strive to be respectful, responsible, resilient learners.</p>
<b>Context challenges</b>	<p>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, 150-year history, and strong community connections and traditions. In 2023 the school celebrated its 150 year history with its community. These celebrations connected current and former students and families, with a range of events spread throughout the year, these included a community open day, celebration gala, school history book and school documentary.</p> <p>Our students are highly engaged in activities outside of school, in particular community sport. These student interests have meant that school involvement in organised sports and physical education is highly valued.</p> <p>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. The program received a significant review in 2018 in an effort to bring richer learning themes.</p> <p>The school has an SFOE of 0.1464 2023, Williamstown Primary accommodated twenty-one classes catering for Foundation (Prep) to Year 6 students. We had a student enrolment of approximately 508 mostly drawn from the Williamstown South neighbourhood area. In 2023 the staffing profile to support the learning of all students consisted of 42 overall staff consisting of 2.0 Principal class, approximately 28.0 EFT teachers, including 1 Leading Teacher, 2 Learning Specialists, Disability Support Officer, 2 Tutors (0.4) and 1 Tutor (1.0).</p> <p>In addition, we had 9 Education Support Staff (Integration Aides), 3 Educational Support Officers (Admin).</p> <p>The learning program includes the specialist learning areas of Visual Art, Performing Arts, Physical Education and LoTE</p>

	<p>(French, 3 terms per year) and Kitchen Garden (1 term per year) for all year levels. A dedicated Science learning space ensures appropriate facilities and resources for the teaching and learning of Science within the curriculum.</p> <p>We have a well-equipped library and the school operates a 1-to-1 iPad Learning program in years 4-6.</p> <p>The health and wellbeing of our students continues to be a priority with the establishment of "The Bluestone Lounge" sensory room in 2023 and the arrival of our Wellbeing Hub at the start of 2024, in which our expressive arts therapy program will operate from two days per week, while a newly appointed mental health practitioner will also utilise the hub as their work space.</p> <p>The challenge for our school is to continue to provide the required support and needs of diverse leaders, which continues to significantly increase.</p> <p>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 Williamstown Primary Parents and Friends Association, which was established as a constitutional parents group in 2021, through both community engagement and fundraising events for school programs.</p>
<b>Intent, rationale and focus</b>	<p>The 2023-2027 will see our school prioritise:</p> <ul style="list-style-type: none"> <li>• Maximise student learning growth for every student in literacy and numeracy</li> <li>• To enhance student agency in wellbeing and learning</li> </ul> <p>Our aim is to ensure learning is challenging and differentiated for Williamstown Primary School students to maximise their learning growth.</p> <p>We believe that if we continue to foster teacher collaboration maintaining strong efficacy that we will develop strong consistency in curriculum planning and pedagogy across the school. This will be supported through the appointment of key leadership positions in Curriculum, Teaching and Learning, Mathematics and Literacy.</p> <p>Our next pieces of work are to re-establish clear instructional models in mathematics, writing and spelling and to ensure consistency across all year levels.</p> <p>In the area of student wellbeing and student agency the establishment of a wellbeing hub, continued use of a sensory room, the appointment of a school's mental Health and wellbeing leader and a mental health practitioner, will help to continue to grow key Human Resources in this space. The enhancement of our student leadership program, with the</p>

	inclusion of a student inclusion leadership committee will establish stronger student voice within the school and increase student influence in decision making.
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<b>Goal 1</b>	Maximise student learning growth for every student in literacy and numeracy
<b>Target 1.1</b>	<p>By 2027 increase the percentage of Year 3 and 5 students achieving at exceeding in NAPLAN proficiency levels for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"><li>• Reading from 31% (2023) to 38%</li><li>• Writing from 6% (2023) to 15%</li><li>• Numeracy from 23% (2023) to 30%</li></ul> <p>Year 5</p> <ul style="list-style-type: none"><li>• Reading from 30% (2023) to 38%</li><li>• Writing from 9% (2023) to 20%</li><li>• Numeracy from 11% (2023) to 20%</li></ul>
<b>Target 1.2</b>	<p>By 2027, increase the percentage of Year F-6 students assessed as being at or above expected growth from Semester 2 2021 to Semester 2 2022 on Victorian Curriculum Levels F-10:</p> <p>English</p> <ul style="list-style-type: none"><li>• Reading from 81% (2022) to 90% or above</li><li>• Writing from 80% (2022) to 90% or above</li><li>• Speaking and Listening from 90% (2022) to 95% or above</li></ul> <p>Mathematics</p> <ul style="list-style-type: none"><li>• Number and Algebra from 83% (2022) to 90% or above</li></ul>

	<ul style="list-style-type: none"> <li>• Measurement and Geometry 86% (2022) to 90% or above</li> <li>• Statistics and Probability from 87% (2022) to 90% or above</li> </ul>
<b>Target 1.3</b>	By 2027 improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the factor 'professional learning through peer observations' from 73% (2023) to 80%
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen curriculum and pedagogical understanding and capacity of staff to consistently embed agreed teaching and learning practices
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Deepen and embed the capacity of staff to use data to inform teaching and learning, planning and assessment at the student's point of need.
<b>Goal 2</b>	To enhance student agency in wellbeing and learning
<b>Target 2.1</b>	By 2027 increase the percentage Year 4-6 students responding positively for the following factors on the Student Attitudes to School Survey: <ul style="list-style-type: none"> <li>• Student voice and agency from 64% (2023) to 75%</li> <li>• Motivation and Interest from 76% (2023) to 85%</li> <li>• Stimulated Learning from 78% (2023) to 86%</li> </ul>

	<ul style="list-style-type: none"> <li>• Differentiated Learning Challenge from 81% (2023) to 90%</li> </ul>
<b>Target 2.2</b>	<p>By 2027, maintain the percentage of staff responding positively on SSS Teaching and Learning modules for the factors of:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice at or above 94% (2023)</li> <li>• Promote student ownership of learning at or above 90% (2023)</li> </ul>
<b>Target 2.3</b>	<p>By 2027 increase the percentage of parents and carers responding positively on Parent/Carers/Guardians Opinion Survey for the measures of:</p> <ul style="list-style-type: none"> <li>• Student Motivation and Support from 75% (2023) to 85%</li> <li>• Student Agency and Voice from 80% (2023) to 90%</li> </ul>
<b>Target 2.4</b>	<p>By 2027 maintain the number of unapproved absent days at or below 3.7 days per student (2022)</p>
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed and demonstrate a whole school approach to student agency
<b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high	

expectations; and a positive, safe and orderly learning environment	
<b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Enhance a whole school approach to inclusion, student health and wellbeing
<b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	