

School Strategic Plan 2020-2024

Wyndham Park Primary School (5540)



Draft

Submitted for review by Laren Toose (School Principal) on 03 March, 2022 at 09:31 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

School Strategic Plan 2020-2024

Wyndham Park Primary School (5540)

<p>School vision</p>	<p>Wyndham Park primary school's purpose is to empower all members of our School Community to grow academically, socially and emotionally through living the school's motto of Aspire, Learn & Achieve.</p> <p>To achieve this we intend to</p> <ul style="list-style-type: none"> - develop a consistent instructional model, and a high functioning Professional Learning Community (PLC) to enable staff to develop high levels of curriculum knowledge and build positive relationships with all key stakeholders - build teacher capacity to develop and deliver a high level guaranteed and viable curriculum - encourage and support students in developing their voice and agency in their learning. - build a culture of high expectations for all learners. <p>We aim to nurture positive relationships within the community through</p> <ul style="list-style-type: none"> - fostering a more visible presence of parents & community involved in the classrooms. - giving families opportunities for learning to assist their children's academic learning. - offering supports such as translators to help families feel more comfortable when discussing their child's learning. - continuing to develop and implement multiple sources of communication. <p>We aim to support the social and emotional wellbeing of all members of the school community through</p> <ul style="list-style-type: none"> - enhancing key transition points : Kinder - Foundation, Year 6 Year 7 and between year levels. - Use of high level trauma informed practices and positive school wide behaviour supports. - Partnering with and working with external agencies to support our entire school community
<p>School values</p>	<p>Wyndham Park primary school has committed to our School values of Respect, Responsibility and Safety. These values are at the core of the positive culture at our school. We have high expectations that our students and community will grow to their full potential and become active citizens and lifelong learners prepared for success in an ever-changing world.</p> <p>Our School Wide Positive Behaviours supports (SWPBS) creates a positive school climate, a culture of student competence and an open, responsive management system for all school community members.</p> <p>It includes the implementation of evidence based practices and organisational systems for establishing a safe, purposeful and inclusive school and classroom learning environment, while also providing the individual behaviour and learning supports needed to achieve academic and social success for all students.</p> <p>Respect Our respectful community is characterised by a genuine sense of success, care and inclusion. We respect the rights of everyone in our community and celebrate diversity and recognise the part we play collectively as members of a community.</p> <p>Safety Our Safe community is characterised by a commitment to creating a safe, supportive, success-oriented and stimulating learning environment.</p> <p>Responsibility Our Responsible community is committed to reaching our full potential by being active citizens and lifelong learners. Teachers guide learners to become responsible for their own learning in school and in life.</p> <p>By addressing student learning needs and from a place of trust and positive relationships, students are better able to make good choices during learning as well as outside the classroom.</p>
<p>Context challenges</p>	<p>Wyndham Park Primary School, established in 2011, is a dynamic place of learning located in the suburb of Werribee on the outskirts of Melbourne. Our modern facilities, situated in the Wyndham Park Precinct alongside the Wyndham Park Community Centre, and Wyndham Park Kinder, allow us to provide educational experiences that prioritise the development of strong Literacy and Numeracy skills. These educational experiences are underpinned by a holistic and trauma informed approach to wellbeing, engagement and Inclusion. We promote excellence in teaching and learning while developing students socially, emotionally and cognitively. We strongly encourage student voice and agency.</p>

Our students and families come from a broad range of cultural backgrounds including Karen, Sudanese, Arabic, Maori, Tongan, Asian, Indigenous, and Anglo-Saxon cultures.

As a result, we place great importance on our strong English as an Additional Language (EAL) program supported by a number of Multi-cultural Educational Aides, EAL teacher, and a Community Hub Coordinator who work together to support students, strengthen home school partnerships, encourage parental engagement in students learning, and support families to see the school as a welcoming place where they are valued and supported.

Annually our average enrolments number approximately 400 students. Due to ongoing and sustained enrolment pressure we had implemented the Department of Education's Enrolment Management Plan, which is consistent with the priority placement order in the enrolment policy. This means that no students are enrolled from outside the designated neighbourhood area (DNA) unless they are siblings of students attending the school in the same year.

At Wyndham Park Primary School, we have 19 classes across 4 learning communities. Within these learning communities we have established multi-age grade structures as follows - Yrs 1/2, Yrs 3/4 and Yrs 5/6, The exception to this are our Foundation classes which are a single age group to ensure a positive transition from Kinder to Primary School. In addition to our multi aged grades we offer exciting specialist programs which includes Visual Arts, Performing Arts, Physical Education and Spanish classes.

Our classroom instructional practices are aligned with the Department of Education's Framework for School Improvement (FISO) Teaching and Learning Model, enabling us to provide a guaranteed and viable curriculum that engages students in intellectually challenging work that responds to their differentiated learning needs.

To facilitate these high-quality learning experiences, and opportunities, we have a highly motivated and professional staff comprising School Leaders, Teachers, Education Support Staff and Volunteers. Together our staff work in Professional Learning Community Teams, School Improvement Teams and Administration Teams to deliver our educational program and associated support programs.

We utilise a wide range of Information Technology resources in our classroom and specialist programs to support and enhance teaching and learning. Our primary online learning platform is Seesaw and this is also used as a significant communication portal between school and home. In addition to Seesaw we use Xuno which is a web-based school management platform for assessment and reporting purposes, as well as a student behaviour and wellbeing tracking, SMS communication with school community members and student information data.

Our school has an extensive Social and Emotional Learning curriculum (Respectful Relationships), supports and interventions. This is complimented and enhanced by our School Wide Positive Behaviour Support Framework (SWPBS), which is inturn complimented by our trauma informed practices, developed from the Berry Street Education Model (BSEM).

It is our intention that our students will experience their classrooms as invigorating and inspiring environments, places they look forward to going to and places they do not want to leave. It is also our intention that they will come to know themselves as lifelong learners, and that they will come to love the process of learning itself, by making it their own.

Some key challenges for our school include:

Teacher confidence and deep knowledge and understanding of the Victorian Curriculum presenting as a barrier to their confidence in assessing students above the expected level in English, Mathematics and Science. There had been a focus on Reading, but the skills and strategies acquired by teachers are yet to be fully transferred across to all other areas of the curriculum.

Curriculum and planning documents demonstrate inconsistencies between professional learning teams in the level of detail in planners, the use of data to inform planning and evidence of differentiation to meet student needs.

Teachers report that their lack of mathematical content and pedagogical knowledge hindered their confidence in both the planning and delivery of mathematics to ensure students were challenged and had opportunities to demonstrate their level of understanding. The introduction of an online assessment program in Mathematics has provided teachers with more evidence of student capabilities in Mathematics but this had not yet impacted on improved planning in the curriculum area.

Lack of comprehensive English and Mathematics documentation, including differentiated planners, has been a barrier to teacher confidence in assessing students accurately against the Victorian Curriculum.

Inconsistency with the implementation of some elements of the GANAG instructional Model and the agreed planning template.

Inconsistent use of student performance data to improve learning outcomes.

Opportunities for student voice and agency varies between grades and year levels

Strategies put in place to manage attendance have not had the intended impact and that coupled with inconsistencies in the marking of rolls, with irregularities in the coding of absences, had led to decreased average attendance rates.

It is our intent to

1. Improve student outcomes in Literacy and Numeracy
2. Improve student voice and agency in their learning
3. Build a culture of high expectations for all learners

To achieve this our focus will be prioritised as follows

1. building leadership knowledge of the Victorian Curriculum and a shared understanding of what is a guaranteed and viable curriculum
2. re-establishing our professional learning community process with a focus on the collection and analysis of student achievement data
3. developing teacher knowledge of the G.A.N.A.G instructional model and differentiation of instruction in the classroom
4. Increasing student voice and agency in their learning through the development of goal setting

This is important as our focus has now shifted to raising student outcomes, now that we have established a safe and orderly positive climate for Learning.

Intent, rationale and focus

School Strategic Plan 2020-2024

Wyndham Park Primary School (5540)

Goal 1	Improve student outcomes in Literacy and Numeracy.
Target 1.1	<p>NAPLAN – top two bands</p> <ul style="list-style-type: none"> • increase the percentage of students achieving in the top bands in Year 5 Reading from five per cent in 2019 to 25 per cent in 2024, in Year 5 Writing from nine per cent in 2019 to 25 per cent in 2024 and in Year 5 Numeracy from three per cent in 2019 to 25 per cent in 2024 • increase the percentage of students achieving in the top bands in Year 3 Numeracy from three per cent in 2019 to 25 per cent in 2024.
Target 1.2	<p>Teacher Judgements - Above Expected Level</p> <ul style="list-style-type: none"> • increase the percentage of students achieving above expected level from Foundation to Year 6 in Reading and Viewing from 13 per cent in 2020 to 25 per cent in 2024, in Writing from seven per cent in 2020 to 25 per cent in 2024 and in Number and Algebra from 11 per cent in 2020 to 25 per cent in 2024.
Target 1.3	<p>Teacher Judgement Growth Year 1 to Year 6, from Semester 1 to Semester 1</p> <ul style="list-style-type: none"> • improve the average percentage of students achieving above expected level in Reading and Viewing from 17 per cent in 2018/2019 to 25 per cent by 2024, in Writing from 19 per cent in 2018/2019 to 25 per cent by 2024 and in Number and Algebra from 17 per cent in 2018/2019 to 25 per cent by 2024.
Target 1.4	<p>NAPLAN Benchmark Growth</p> <ul style="list-style-type: none"> • reduce the percentage of students achieving below benchmark growth in Reading from 25 per cent in 2019 to 20 per cent in 2024, in Writing from three per cent in 2019 to 25 per cent in 2024 and in Numeracy from 31 per cent in 2019 to 25 per cent in 2024.
Key Improvement Strategy 1.ay Curriculum planning and assessment	Develop, implement, and embed a guaranteed and viable curriculum.
Key Improvement Strategy 1.by Curriculum planning and assessment	Develop staff capability to collect, analyse and use data effectively to inform teaching and learning.
Key Improvement Strategy 1.cy Curriculum planning and assessment	Build staff knowledge and understanding of the Victorian Curriculum to inform planning, teaching and assessment.
Goal 2	Improve student voice and agency in their learning.

Draft