

School Strategic Plan 2021-2025

Williamstown North Primary School (1409)



Submitted for review by Jim Cahill (School Principal) on 13 December, 2021 at 09:36 AM

Endorsed by Judy Maguire (Senior Education Improvement Leader) on 20 January, 2022 at 09:49 AM

Awaiting endorsement by School Council President

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School vision	<p>Williamstown North Primary School's vision is to empower students to aspire to do their personal best and to make a positive difference with their learning.</p> <p>WNPS is characterised as a dynamic and inclusive learning community that aims to promote personal excellence, critical thinking and empowerment.</p>
School values	<p>Respect - Treat others with consideration and respect another person's point of view.</p> <p>Responsibility - Be accountable for one's own actions, resolve differences in constructive and peaceful ways, contribute to society & civic life and take care of the environment</p> <p>Resilience – Be equipped to successfully bounce back from setbacks, changes or disappointments</p> <p>Doing Your Best - Seek to accomplish something worthy and admirable, try hard and pursue personal excellence</p>
Context challenges	<p>As an established professional learning community in 2021 supporting the individual needs of approximately 750 students, teachers at WNPS have continued to collaborate deeply to take a collective responsibility for the students within each professional learning team. Fieldwork observations through the school's review period validated the strong planning processes undertaken by teams to forge consistent practice across the school.</p> <p>A guaranteed and viable curriculum has been documented by the school, with a strong focus on 'Power Standards' (essential learnings). As the school integrates broader electronic platforms such as Essential Assessments, review of the school's curriculum will need to be undertaken to ensure alignment between these platforms and the school's processes.</p> <p>Outstanding student achievement levels across the school stem from strong team planning processes, the ongoing collection of data, intervention & extension structures, fluid groupings and strong partnerships between home and school. Strong NAPLAN data in 2021 was particularly pleasing in light of the pandemic over the previous 18 months. These robust results were also affirming of the school's remote learning provision during 2020 and 2021.</p>

	<p>The school has an established culture of Inclusion, whereby diversity is embraced and celebrated. Inclusion is everyone's responsibility and staff proactively collaborate around and collectively accept responsibility for all 750 children enrolled at the school. The school is very proud to have previously won awards in this area and looks forward to strengthening cultural inclusion as part of its new Strategic Plan.</p> <p>The school recognises future challenges in managing the unpredictable enrolment trends stemming from the pandemic, the empowerment of students to ensure they have both voice and agency in their learning as well as the ongoing focus on student wellbeing and mental health.</p>
<p>Intent, rationale and focus</p>	<p>In regards to student learning at Williamstown North PS during this strategic period, the school has set ambitious targets in Literacy to align with the introduction of a new Writing Program (6+1 Traits) and more consistent spelling practices across all year levels. Through these endeavours, we aim to generate strong student learning growth in literacy (particularly in the senior school) and forge dispositions whereby students are motivated writers and authors.</p> <p>Over the next four years, we will aim for teachers at WNPS to be increasingly skilled at utilising multiple sources of feedback and data to inform their instructional practice. The structured and consistent use of student feedback will be a developing area for teachers to integrate into their classroom processes. Teachers will aim to establish authentic relationships with their students and promote genuine two-way communication in regards to each student's learning. WNPS will ensure 'student voice' is actively encouraged in the classroom & daily operation of the school and that students will have agency to direct and take responsibility for their learning.</p> <p>WNPS will aim to further develop a culture underpinned by the school's embedded values, with a focus on forging respectful relationships and student resilience. Wellbeing structures will continue to be enhanced with each year level having a Wellbeing Scope & Sequence Planner. To synchronise with the new FISO structure, Learning and Wellbeing, will be the core focus of the school's daily operations. Students will be supported to develop their leadership skills and to support the decision making processes of the school where possible. WNPS will be actively involved in networks and partnerships with community organisations that support the health, wellbeing, development and learning of students and their families.</p> <p>School improvement will be seen as a shared endeavour amongst all members of the school community. Parent participation will be strongly forged through structures such as the Class Rep Program and both the Education & Community Engagement sub-committees of School Council.</p> <p>In supporting a positive enrolment trend over the next four years, the school will more pro-actively promote the learning programs in operation and further share & celebrate the many daily achievements of students.</p>

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Goal 1	Improve student achievement and learning growth in Literacy
Target 1.1	By 2025, increase the percentage of Year 5 students making above NAPLAN benchmark growth: <ul style="list-style-type: none">• Reading—31% (2021) to 35% (2025)• Writing—27% (2021) to 32% (2025)• Spelling—24% (2021) to 30% (2025)
Target 1.2	By 2025, decrease the percentage of Year 5 students making below NAPLAN benchmark growth: <ul style="list-style-type: none">• Reading—22% (2021) to 15% (2025)• Writing—22% (2021) to 15% (2025)• Spelling—24% (2021) to 15% (2025)
Target 1.3	By 2025, increase the percentage of students in the top two NAPLAN bands: Year 3: Reading - 77% (2021) to 80% (2025) Writing - 72% (2021) to 75% (2025)

	<p>Spelling - 58% (2021) to 60% (2025)</p> <p>Year 5</p> <p>Reading - 58% (2021) to 62% (2025)</p> <p>Writing - 30% (2021) to 35% (2025)</p> <p>Spelling - 41% (2021) to 46% (2025)</p>
<p>Target 1.4</p>	<p>By 2025, increase the average percentage of Year 1–6 students making above expected learning growth according to teacher judgement against the Victorian Curriculum:</p> <ul style="list-style-type: none"> • Reading and Viewing—10.5% (Semester 2, 2020) to 25% or above (Semester 2, 2024) • Speaking and Listening—6.3% (Semester 2, 2020) to 25% or above (Semester 2, 2024) • Writing—8.8% (Semester 2, 2020) to 25% or above (Semester 2, 2024)
<p>Target 1.5</p>	<p>By 2025, increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum—55% (2019) to 75% (2025) • Teacher collaboration—40% (2019) to 75% (2025) • Understand how to analyse data—62% (2019) to 80% (2025)
<p>Key Improvement Strategy 1.a Instructional and shared leadership</p>	<p>Implement whole school leadership that supports high quality learning outcomes for students</p>

Key Improvement Strategy 1.b Building practice excellence	Develop and implement consistent whole school approaches to the planning and teaching of Writing and Spelling.
Key Improvement Strategy 1.c Evaluating impact on learning	Build teacher capacity to use multiple sources of assessment and evidence, including student feedback, to respond to the learning needs of students.
Goal 2	Improve students' engagement in their learning.
Target 2.1	By 2025, increase the percentage of positive endorsement for SSS factors: <ul style="list-style-type: none"> • Use student feedback to improve practice—62% (2019) to 80% (2025) • Knowledge of high impact teaching strategies—48% (2019) to 70% (2025)
Target 2.2	By 2025, increase the percentage of positive endorsement for the AToSS factors: <ul style="list-style-type: none"> • Student voice and agency—67% (2019) to 85% (2025) • Stimulated learning—76% (2019) to 85% (2025) • Motivation and interest—78% (2019) to 85% (2025)
Target 2.3	By 2025, increase the percentage of positive endorsement for POS factors: <ul style="list-style-type: none"> • Teacher communication—79% (2019) to 85% (2025) • Student voice and agency—85% (2019) to 90% (2025) • Student motivation and support—82% (2019) to 90% (2025)
Key Improvement Strategy 2.a	Strengthen student voice and agency in their learning.

Intellectual engagement and self-awareness	
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Enable and extend students to be engaged and motivated learners.
Key Improvement Strategy 2.c Parents and carers as partners	Strengthen learning partnerships between home and school.
Goal 3	Improve students' sense of wellbeing.
Target 3.1	By 2025, increase the percentage of positive endorsement for the AToSS factors: <ul style="list-style-type: none"> • Sense of connectedness—78% (2019) to 85% (2025) • Resilience—80% (2019) to 85% (2025) • Sense of inclusion—88% (2019) to 95% (2025) • Teacher concern—77% (2019) to 85% (2025)
Target 3.2	By 2025, increase the percentage of positive endorsement for POS factors: <ul style="list-style-type: none"> • Respect for diversity—89% (2019) to 95% (2025) • Confidence & resiliency skills—93% (2019) to 95% (2025)
Target 3.3	By 2025, decrease the percentage of students with 20 or more days of absence annually: <ul style="list-style-type: none"> • 25% (2019) to 20% (2025)

Key Improvement Strategy 3.a Health and wellbeing	Develop and implement a school-wide approach to wellbeing.
Key Improvement Strategy 3.b Health and wellbeing	Strengthen strategies to support students to build resilience, enhance their social skills and build positive relationships with their peers.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Embed a culture of inclusion that embraces individual difference and cultural diversity.