School Strategic Plan 2018-2022

Westgrove Primary School (5365)

Submitted for review by Tami-Jo Richter (School Principal) on 13 November, 2018 at 08:25 AM
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Awaiting endorsement by School Council President

School Strategic Plan - 2018-2022

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School vision	Westgrove Primary School is a safe, inclusive and supportive community that empowers students with the tools to reach their individual potential.
School values	Westgrove Primary school's guiding values are: Respect, Empathy, Honesty, Perseverance, Inclusivity, Resilience, Collaboration These values define our behaviour and underpin all decision making. We are committed to ensuring that we treat one another and the environment with respect, are honest in ur endeavours and interactions, persevere to achieve our goals, demonstrate empathy for all members of the community and at all times embrace inclusive practise. We are striving to develop a toolbox of strategies to help us become more resilient and we are collaborative in both our learning and decision making. The school-wide positive behaviour pillars of be safe, be respectful and be a learner are embedded in our practice across the school.
Context challenges	The school's key challenges include: - developing a more positive staff culture -behaviour management for some teachers is very difficult- some very difficult students who affect the running of the classrooms significantly -many learning difficulties and the spread in each class is extremely wide transient students with learning and behavioural difficulties particularly between year 3-6 can be difficult to manage as they usually have a trauma or learning difficulty background - lack of family input though there are many opportunities for families to contribute, be involved or receive help and support and they are communicated heavily - many children arrive at school not prepared -there is a lack of life experience and vocabulary with many families in our school - chronic absenteeism with some families is extreme with some children only attending a handful of days/year- affects data and they won't utilise the assistance we have tried to connect them with
Intent, rationale and focus	Our intent at Westgrove PS is for students to have the skills needed to participate in society in a meaningful way. We are encouraging student voice and agency in our inquiry curriculum so the students learn to self-regulate, motivate and persevere themselves with some intrinsic understanding of what is needed to be able to work through problems, collaborate with one another, learn to develop, innovate and improve ideas and achieve their potential. We want to build teacher capacity to ensure that all students are being taught at their point of need and that they have the skills to give meaningful opportunities for the students to use their voice to guide their own learning and co-construct curriculum with their teachers for maximum learning and engagement.

	It is important because the students need real life skills in order to break the cycle of poverty and disadvantage and take full advantage of what is on offer. This means being able to manage themselves, work with others productively and know how to achieve their goals.
	We are prioritizing self regulation skills; academic skills though building teacher capacity and further developing and refining PLC processes; student voice and agency through our curriculum whilst building and strengthening school culture.
	The strategic plan will unfold with building teacher capacity through targeted professional learning and coaching as well as tight monitoring of its implementation ensuring consistency across the school. Differentiation will continue to be a focus and teaching to point of need by identifying students through excellent data analysis and strong PLC processes will be an area to work on. All of this needs to work within a school culture of learning that is driven by the values of respect, empathy, honesty, perseverance, inclusivity, resilience and collaboration.

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Goal 1	To deepen and strengthen students' sense of engagement, wellbeing, and connectedness to school and peers.
Target 1.1	By 2022 increase the percentage of positive endorsement for the *Excellence in Teaching and Learning* factor of *student agency and voice* on the 4-6 Student Attitudes to School Survey to be 70% or higher.
Target 1.2	By 2022 increase the percentage of positive endorsement for factor of *student agency and voice* on the Parent Opinion Survey to be 80% or higher.
Target 1.3	By 2022, improve student attendance by reducing student absences F-6 to be equal or lower than the state average: 20% (of students with 20 or more absences). Reduce the number of unapproved absences.
Key Improvement Strategy 1.a Setting expectations and promoting inclusion	Provide further opportunities within the school community for students to be agents of their own learning (SEPE)
Key Improvement Strategy 1.b Empowering students and building school pride	Provide a stimulating and safe learning environment that fosters collaboration, cooperation and active learning (ESBSP)
Goal 2	To improve the learning growth of every student in Literacy and Numeracy.

Target 2.1	• Literacy: By 2022 Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAP bands in literacy to be equal or above 2017 results and above that of the state; Reading - Year 3, 52%, Year 5, 39% and writing Year 3, 53%, Year 5, 18%) • Numeracy: By 2022 Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAP bands in numeracy to be equal or above 2017 results and above that of the state; (Year 3 43%, Year 5 31%)
Target 2.2	• Literacy: By 2022 Decrease the percentage of students in Years 3 and 5 literacy in the lower 2 NAP bands to be equal or below 2017 results, and below that of the state; Reading - Year 3, 12%, Year 5, 18% and writing Year 3, 8%, Year 5, 16%) • Numeracy: By 2022 Decrease the percentage of students in Years 3 and 5 numeracy in the lower 2 NAP bands to be equal or below 2017 results and below that of the state; (Year 3, 14%, Year 5, 16%)
Target 2.3	• Literacy: By 2022 the percentage of Year 5 students assessed as high relative growth in NAPLAN literacy to be equal or above that of similar schools; Reading 2017 results - 22% and Writing 2017 results - 22%. • Numeracy: By 2022 the percentage of Year 5 students assessed as high relative growth in NAPLAN numeracy to be equal or above that of similar schools (Target 21%)
Target 2.4	• Literacy: By 2022 decrease the percentage of Year 5 students making low relative growth in NAPLAN literacy/numeracy to be equal or below that of similar schools (Target 15%) • Numeracy: By 2022 decrease the percentage of Year 5 students making low relative growth in NAPLAN numeracy to be equal or below that of similar schools (Target 20%)

Target 2.5	• Literacy: By 2022, increase the percentage of Foundation to Year 6 students at or above the expected level in literacy according to teacher judgements, to be equal or above that of similar schools • Numeracy: By 2022, increase the percentage of Foundation to Year 6 students at or above the expected level in numeracy according to teacher judgements, to be equal or above that of similar schools
Target 2.6	• Literacy: By 2022, improve the percentage of positive endorsement on SSS *school climate* module scores for the components *of teacher collaboration, staff trust in colleagues, shielding and buffering, trust in students and parents* – increaser to 70% or higher on average over the four years of the SSP.
Key Improvement Strategy 2.a Building practice excellence	Build the capacity of all teaching staff to use evidence-based targeted literacy teaching across the school (BPE)
Key Improvement Strategy 2.b Building practice excellence	Embed the practice of distributive leadership and collective responsibility (BPE)
Key Improvement Strategy 2.c Building practice excellence	Improve the consistency of literacy teaching practices across the school using PLCs as a vehicle for adult professional learning and planning for differentiation (BPE)
Key Improvement Strategy 2.d Building practice excellence	Develop and embed processes and practices that support effective collaboration aligned with community vision, values and expectations (BPE)
Key Improvement Strategy 2.e Curriculum planning and assessment	Build teacher capacity to interrogate data and design teaching and learning strategies to teach at each student's point of learning (CPA)