School Strategic Plan 2022-2026

Westgrove Primary School (5365)

Submitted for review by Christopher Gatt (School Principal) on 07 December, 2022 at 11:02 AM
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Endorsed by Karlie Miles (School Council President) on 23 February, 2023 at 08:20 AM

School Strategic Plan - 2022-2026

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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	At Westgrove Primary School we are a diverse community who value Respect, Inclusion, Learning and Safety. These values underpin our decision making and guide the behaviours of all members of our school community.
Context challenges	The school's key challenges include: - many of our students display complex behaviours, which for some staff can be a challenge to ensure the safe and orderly operation of a learning environment - our evolving demographic continues to present new challenges - transient students with learning and behavioural difficulties particularly between year 3-6 can be difficult to manage as they usually have a background of trauma or learning difficulties - daily challenges include many children arriving at school emotionally not prepared for learning or having had their basic needs met - many of our students have limited experiences outside of the school setting - chronic absenteeism with some families is extreme, with a significant number of students with 30+ days absent per year - engaging effectively (including parent involvement at school) and communicating learning with our families - differentiation to meet the vast and varied complex needs of our learners presents as an ongoing challenge - maintaining a positive staff culture - consistency in PLCs, teaching and learning programs and processes year to year - projected declining enrolments
Intent, rationale and focus	Our intent at Westgrove Primary School is for students to have the skills needed to participate in society in a meaningful way, which are articulated in our school vision and values. 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 all member of our school community being able to manage themselves, work with others productively and know how to achieve their goals. We want to build teacher capacity to ensure that all students wellbeing and

	learning needs are being met, which includes children being taught at their point of need and being provided with meaningful opportunities to guide their learning and engage with the school and wider community. The next piece of work is to focus on teaching and learning as well as develop a whole school approach to student voice and agency. Additionally, in response to the diversity of the current and future student cohorts the school needs to focus on further developing and strengthening wellbeing practices and processes in place. Therefore, the strategic plan will unfold by focusing on the following: - Building staff capacity in utilising data to cater for the needs of all learners. - Designing and implementing a whole school approach to student voice and agency in classroom learning experiences. - Developing staff capacity to use a range of high impact teaching strategies. - Refining and embedding the school's instructional models for teaching and learning. - Refining and embedding the School Wide Positive Behaviour Support (SWPBS) framework. - Strengthening partnerships between school and the wider community. - Adapting and refining the school's inclusive practices.

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Goal 1	Maximise the learning growth of every student.
Target 1.1	By 2026, increase the percentage of Year 3 students in the top two NAPLAN bands: - Writing from 47% in 2022 to 52% - Numeracy from 35% in 2022 to 40%. By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands: - Writing from 22% in 2022 to 26% - Numeracy from 21% in 2022 to 27%
Target 1.2	By 2026, increase the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth in: - Reading from 76% in 2022 to 80% - Writing from 70% in 2022 to 76% - Numeracy from 81% in 2022 to 85%
Target 1.3	By 2026, increase the percentage of F-6 students working at or above level against the Victorian Curriculum in: - Reading and Viewing from 80% in 2022 to 84% - Writing from 71% in 2022 to 75% - Number and Algebra from 76% in 2022 to 81%
Target 1.4	By 2026, increase the percent positive responses score on AtoSS for the following factors: - In the effective teaching practice for cognitive behaviour domain → Stimulated learning from 78% in 2022 to 82%. - In the Learner Characteristics and Disposition domain → Sense of confidence from 70% in 2022 to 76%. - In the Social Engagement domain → Student voice and agency from 70% in 2022 to 76%.

Target 1.5	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures in the School Climate module: - Academic emphasis from 67% in 2021 to 75%. - Collective efficacy from 72% in 2021 to 76%.
Target 1.6	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures in the Student Cognitive Engagement module: - Stimulating learning environment from 73% in 2021 to 77%. - Student motivation and support from 63% in 2022 to 67%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capacity in utilising data to cater for the needs of all learners.
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Design and implement a whole school approach to student voice and agency in classroom learning experiences.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop staff capacity to use a range of high impact teaching strategies.
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed the school's instructional models for teaching and learning.

Goal 2	Strengthen the health and wellbeing of all students.
Target 2.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: - Teacher- student relations domain → Teacher concern from 77% in 2022 to 81%. - Emotional and relational engagement domain → Emotional awareness and regulation from 78% in 2022 to 85%.
Target 2.2	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measure: - School Climate module → Trust in students and parents from 68% in 2021 to 72%.
Target 2.3	By 2026, decrease the percentage of students (P-6) with 20 or more days absent from 30% in 2021 to 25%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Refine and embed the School Wide Positive Behaviour Support (SWPBS) framework.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen partnerships between school and the wider community.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Adapt and refine the school's inclusive practices.