

School Strategic Plan 2018-2022

Woodville Primary School (5049)



WOODVILLE
PRIMARY SCHOOL

Submitted for review by Lynette Vincent (School Principal) on 18 October, 2019 at 01:59 PM

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Endorsed by Emma Prespanoski (School Council President) on 09 November, 2020 at 08:11 PM

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School vision	Success for everyone, in every thing, every day.
School values	<p>Responsibility Resilience Respect Inclusion</p> <p>The school's values are supported by our three School-Wide Positive Behaviour expectations:</p> <ul style="list-style-type: none">- Together we are Safe- Together we are Respectful- Together we Achieve .
Context challenges	<p>Woodville was established in 1973. Enrolments have fluctuated over the years from over 900 students in the 1970s to 300 in 2010. Current enrolment is around 440 with relatively high transience; around 20% of students move in, and out of the school each year with 67% of current students having attended at least one other school prior to Woodville. Woodville is a culturally and economically diverse community. 3% of students are Koorie, 37% - EAL funded and 80% of our students receive CSEF. Home factors impact negatively on the learning capacity of some students however, School-Wide Positive Behaviour ensures a calm and inclusive learning environment for all.</p> <p>Woodville Primary School places its focus on teaching and learning, and student voice and agency. We recognise that improvement in teachers' instructional capacity, and increased student voice and agency are at the heart of improvement in student learning. Engaging learning programs based on the Victorian Curriculum F-10, effective pedagogy and rigorous assessment, allied with students' strong knowledge, skills and dispositions will enable students to manage their learning both at and beyond school. Learning at Woodville is seen as a partnership between students and teachers. Parents and carers have a critical role to play in supporting their children and the school.</p> <p>NAPLAN trend data is very inconsistent. Grade 3 data has been trending up since 2016. In 2018 grade 3 Reading, Writing and Numeracy results were all close to State level. Grade 5 data is decreasing. In 2018 Reading, Writing and Numeracy were all well below State level although 31% were in the top 2 bands of Reading. Relative Growth declined significantly in 2018 with a large number of students showing low growth in all areas and few with high growth.</p>

	<p>Analysis of teacher judgements revealed 25% of students did not make 12 months growth in the key areas of Literacy and Numeracy in 2018.</p> <p>Average days absent in 2018 were 16.8. This is a slight decrease from 2017.</p>
<p>Intent, rationale and focus</p>	<p>Our vision is for every child to achieve success in every area of their life - academic, social and emotional. Our aim is that all students at Woodville Primary School will leave with the skills, understandings and knowledge to enable them to successfully continue their education, in addition to the dispositions and values to enable them to overcome challenges and obstacles they confront throughout their lives.</p> <p>Intent:</p> <ul style="list-style-type: none"> - To work collaboratively to embed evidence-based, high impact teaching strategies across the school using consistent instructional models - To increase the percentage of students achieving in the top two bands of NAPLAN, and to increase high relative growth whilst decreasing the percentages of students achieving low relative growth - For all students to achieve at least 12 months learning growth each year in all curriculum areas with a particular emphasis on literacy and numeracy. <p>Rationale:</p> <ul style="list-style-type: none"> - An analysis of NAPLAN data shows steady increase in Grade 3 data with the percentage of students in the top two bands in all areas increasing and percentages in the bottom two bands decreasing steadily from 2015 to 2018. Grade 5 data shows minimal improvement when 2015 and 2018 data are compared though trend data from 2015-2017 showed significant growth. -Teacher judgements are relatively inconsistent in terms of student growth in English strands over the 12 month period from December 2017 to December 2018. In mathematics, there is a decrease in the number of students not making twelve months growth from Grade 1 to Grade 3, then the number of students not achieving 12 months growth increases from Grades 4-6. - Student learning outcomes will improve as a result of increased teacher knowledge and collaboration, consistent instructional models in key learning areas and the incorporation of evidence-based pedagogical practices. <p>Focus:</p> <p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> - Build teacher knowledge, confidence and pedagogical capacity in the key areas of literacy and numeracy - Embed High Impact Teaching Strategies across the curriculum - Cyclical model of curriculum planning using data to differentiate and provide suitable levels of challenge for all students - Professional learning differentiated through coaching, professional reading, peer observations and the employment of consultants to build collective knowledge and consistent pedagogical practice. <p>Intent:</p> <ul style="list-style-type: none"> - To empower students through voice, agency and leadership - To develop independent learners and problem solvers through opportunities for students to exercise voice, agency and leadership

	<p>in designing, developing and assessing their own learning</p> <ul style="list-style-type: none"> - To generate a positive cycle of learning where students are empowered to take ownership of their learning <p>Rationale:</p> <ul style="list-style-type: none"> - To empower students with knowledge, skills and dispositions which will enable them to exercise effective voice, agency and leadership to manage their own learning for life, and enabling them to tackle world issues - All students to develop critical and creative thinking, ethical, intercultural, personal and social capabilities <p>Focus:</p> <p>Positive Climate for Learning</p> <ul style="list-style-type: none"> - To challenge students at their point of learning need through the collection of robust evidence of student learning - To engage students in the planning and monitoring of their own learning through collaboratively developed SMART goals, Learning Intentions, and Visible Learning Walls <p>Focus:</p> <p>Community engagement in learning</p> <ul style="list-style-type: none"> - To increase parent and carer engagement and involvement building on strong communication, mutual trust and respect, and shared responsibility for the education of students - To increase attendance and reduce late arrivals
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<p>Goal 1</p>	<p>Improve the learning growth of every student in literacy and numeracy</p>
<p>Target 1.1</p>	<p>By 2022, NAPLAN Benchmark growth will show 80 per cent of students in the middle to high growth bands for writing, reading and numeracy</p> <p><i>2018 Relative growth measure:</i></p> <ul style="list-style-type: none"> • Reading - low growth 50%, medium 36%, high 14% • Writing - low growth 36%, Medium growth 54%, high growth 10% • Numeracy - low growth 22%, medium growth 64%, high growth 14% <p><i>2019 Measure - NAPLAN Benchmark growth - increase the number of students at or above benchmark growth</i></p> <p>2019 figures:</p> <ul style="list-style-type: none"> • Reading - above bm 23%, meeting bm 52%, below bm 25% • Writing - above bm 34%, meeting 50%, below bm 16% • Numeracy - above bm 20%, meeting 59%, below bm 22%
<p>Target 1.2</p>	<p>By 2022, teacher judgement will accurately show at least 12 months' growth in 12 months using norms-based assessment for reading and numeracy</p> <ul style="list-style-type: none"> • 2018 - teacher judgements based on a variety of standardised and teacher developed assessments, and anecdotal records.

	<p>From Semester 2, 2017 to Semester 2, 2018 the percentage of students across the school making less than 12 months growth:</p> <ul style="list-style-type: none"> ○ Reading - 21.5% ○ Writing - 25% ○ Number and algebra - 25%
<p>Target 1.3</p>	<p>By 2022, the percentage of students in the top two bands of NAPLAN in reading, writing and numeracy in Year 3 and 5 to be at or above 25 per cent.</p> <p><i>2018 NAPLAN - % in top Two Bands</i></p> <ul style="list-style-type: none"> ● Grade 3 - Reading 47%, Writing 45%, Numeracy 37% ● Grade 5 - Reading 31%, Writing 3%, Numeracy 14%
<p>Target 1.4</p>	<p>By 2022 maintain or increase the percentage of students in the combined middle and tops bands of NAPLAN Reading, Writing and Numeracy to or above 80% in Years 3 and 5</p>

Key Improvement Strategy 1.a Building practice excellence	Develop and consistently implement an instructional model that includes High Impact Teaching Strategies in all curriculum areas
Key Improvement Strategy 1.b Evaluating impact on learning	Implement through the Professional Learning Community Process a teacher inquiry model to evaluate the impact of teaching on student learning
Key Improvement Strategy 1.c Building practice excellence	Build teacher capabilities to differentiate teaching to ensure challenge and improved learning outcomes for every student
Goal 2	To improve student voice, agency and leadership outcomes school wide.
Target 2.1	2018 Benchamrk data: 86% endorsement for Student Voice and Agency <ul style="list-style-type: none"> • By 2022, AToSS for Student Voice and Agency will be greater than 90 per cent.
Target 2.2	2018 Benchmark - 94% <ul style="list-style-type: none"> • By 2022, AToSS for Stimulating Learning will be greater than 95 per cent.
Target 2.3	2018 Benchmark data - averge absence 16.8 days <ul style="list-style-type: none"> • By 2022 the average number of student absences will be at or less than 14 days.
Key Improvement Strategy 2.a Empowering students and building school pride	Enabling authentic student voice to provide opportunities for students to collaborate and make decisions around their learning

<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>To develop through the professional development cycle, an understanding and implementation of student voice and agency in the classroom</p>
<p>Key Improvement Strategy 2.c Parents and carers as partners</p>	<p>Strengthen partnerships with parents and the community to support student's learning at school and at home</p>