School Strategic Plan 2022-2026

Woodville Primary School (5049)



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VICTORIA State Government | Education and Training

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School vision	Woodville Primary Schools vision is to foster and encourage 'Success for everyone, in everything, everyday.' 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. Our vision empowers us as an inclusive learning community recognising both effort and achievement made. We are proud of our strong family partnerships and support involvement from parents and community members in our programs. 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.
School values	Woodville Primary School strives to demonstrate and embed the expectations and values of: Respect, Responsibility, Resilience and Inclusiveness. RESPECT - Is considerate of others learning. - Displays respectful behaviours towards others and themselves. - Listens attentively and follows instructions. - Respects property and resources that belong to the school community. RESPONSIBILITY - Takes ownership of their choices/actions and accepts consequences.

	- Completes work to the best of their ability and in a timely manner. - Shows initiative. - Actively participates in class activities. RESILIENCE - Understands and uses a variety of problem solving strategies. - Recognises that mistakes are opportunities to learn. - Accepts and applies feedback openly. - Understands and uses personal strategies to identify and regulate their emotions. INCLUSIVENESS - Respects that everyone is different and that their words and actions matter. - Actively listens to and respects others' thoughts and opinions. - Interacts in a respectful way and encourages others. - Embraces the diversity of others. The school's values are supported by our three School-Wide Positive Behaviour System (SWPBS) expectations: - Together we are Safe - Together we are Respectful - Together we Achieve . SWPBS ensures a calm and inclusive learning environment for all, embracing positive relationships with others improving social, emotional, behavioural, and academic outcomes.
Context challenges	Woodville Primary School (established in 1973) is located in the outer south-western suburbs of Melbourne, City of Wyndham City – suburb, Hoppers Crossing. In 2023, Woodville Primary School is celebrating the school's 50th anniversary. The school buildings comprise of four permanent buildings including one of these buildings currently underway major capital works project. These buildings allow for 18 functioning classroom spaces, a Multipurpose Gymnasium, Music room, Art room, Library resource centre, and Before and After School Care facility run by Camp Australia. Out of school care is also offered to families on some curriculum days. In 2023, the school enrolment in February on Census Day was 399.2 students, with 40% of students are in the English as an Additional language (EAL) category , with students from 23 different cultural identities and 6 per cent are refugees. Support for these families is provided through an EAL program. The school's socioeconomic band is rated as high with an SFOE of 0.5124. During 2023, programs were available for zero overseas students. Throughout 2023, 11 ATSI students and 1 Out-of-Home Care students were enrolled at Woodville. Duel enrolled students x2 shared with Warringa

	Park School. There are 6.45 percent of students with a disability, whose needs are met by Education Support Staff, classroom teachers and targeted wellbeing programs. Woodville PS provides an accredited Out of School Hours Care (OSHC) program, before and after school. The staffing profile of Woodville Primary School in 2023 comprised of x1 Acting/Substantive Principal, x2 Assistant Principal's, 26.7 FTE teaching staff (including 0.9 Leading Teacher, x2 Learning Specialist Teachers) and 10.5 Education Support staff (4.7 Teaching Support Staff, 5.3 Integration Aides, 0.4 Multi-cultural Teacher Aide). (nil known indigenous staff). Permission to Teach x2. KEY CHALLENGES AT WOODVILLE PRIMARY SCHOOL: - The Panel found that there were a number of barriers to achieving a lower number of student absences. First, it was evident in discussions with school leaders and teachers, that returning to school after COVID–19 lockdowns was difficult for some students, especially those who preferred learning online at home. Other students experienced social anxiety and in some cases school refusal when it was time to resume classes at school. Many students' socio–emotional wellbeing, confidence and engagement in learning had been disrupted by the lockdowns. This was evident to teachers in their observations of students' behaviour and their continuing absences. - The Panel recommended that while the staff made frequent efforts to communicate with parents, further investigation of which students were frequently absent and why, and identifying what information could be missing about the absence data, could help Woodville PS to improve student absence rates. - The Panel did note however, that Woodville PS average absence days (17 days) were lower than similar schools (22 days) and a higher percentage of absence days were accountable rather than unapproved, since for example, there were students in the school with chronic illnesses. - The Panel agreed that these issues could be further explored by the school through a whole–school strategy to promoting being at school in collaboration with students, parents and carers. The Panel found that the use of Compass as a communication process was not yet fully implemented at Woodville PS and agreed that the further use of this to communicate with parents/carers could remove a barrier to attendance. School leaders had identified that it has many uses as a communication tool, but were implementing it in stages to ensure that all parents could access the information. - The Panel noted that Woodville PS Panorama (March 2023) Teacher Judgement English: Prep to Year 6 data for Reading and viewing found that 25 per cent of students were below level. The NAPLAN Reading: Year 3 showed 13 per cent of students in 2021 and 23 per cent of students in 2022, were in the bottom two bands and/or exempt. There had been considerable improvement in Reading in Year 5 from 39 per cent in the bottom two bands in 2018, to 11 per cent in 2022. However, the Panel discussed the possible barriers to student achievement in reading and other areas of literacy and numeracy. - The Panel recognised that in 2022, there were 191 equity funded students at Woodville PS; many of whom experienced multiple barriers including socio–economic disadvantage, poverty, previous trauma, intergenerational

	unemployment in families, lack of access to a range of reading resources or support for learning in the home, or other special needs. While the Panel learned that these students were supported by the school in a myriad of ways including through the TLI, ES staff who work in collaboration with classroom teachers and other forms of wellbeing support, the barriers that these students and their families faced were often considerable. - In addition, in 2022, there were 117 EAL students (40 per cent of the school population) who required support, particularly in language and literacy development. The Panel agreed that further investigation was required to evaluate the efficacy of current resource use and possible next steps for supporting students including those with special needs, equity funded, EAL and Aboriginal and Torres Strait Islander students. - The Panel noted in the Woodville PS PRSE, that a barrier identified for PLC implementation was that staff absences 'placed pressure on other team members to complete their data analysis and planning'. Also, the Panel learned that there were some transient staff in the school and it was difficult to induct new staff members or those who were in the school for a short time, into an established PLC. Teachers in focus groups commented that they were supported by school leaders, specialists and each other in their PLCs, but it was important to establish induction processes for new staff.
Intent, rationale and focus	The school review panel identified the following Key Findings: * To maximise student achievment in literacy and numeracy - The Panel found that while Woodville PS had embedded many effective strategies to maximise student learning achievement in literacy and numeracy, there could be further development of the implementation of the school's instructional models for literacy and numeracy. This should include further embedding literacy and numeracy strategies that meet diverse learners' needs and identifying areas of pedagogical content knowledge and conceptual understanding development that teachers require, to inform and build their teaching and practice excellence. * Identify the extent PLCs are utilised to enrich teacher practice at Woodville - The Panel found that Woodville PS had developed PLCs in collaborative planning cycles across all year level teams. The PLCs had consistent protocols in place and used data to inform their planning for point of need teaching, and moderation of assessment practices. The Panel agreed that Woodville PS could further develop structured inquiries and action research in PLCs related to specific problems/challenges of practice in literacy and numeracy, using the FISO2.0 Improvement cycle, and focused on sharing strategies to improve and enrich teacher practice and student learning. * Renewal and further development of student wellbeing through engagement of all members of the community - The Panel found that Woodville PS could further develop students' wellbeing and inclusive practices to embrace all members of the school community through enhancing community engagement, communication and partnerships with teachers,

	parents and carers. Woodville PS should build a shared understanding and documentation of whole school processes and approaches to promoting mental health, wellbeing and inclusive practices, to meet diverse learners' needs. The school review panel recommends the following 'Summary of Key Directions' for the next School Strategic Plan: • Numeracy and literacy • High Impact Teaching Strategies (HITS) • Differentiated teaching and learning • Strategies to decrease absences • Targeted PLC inquiries • Building middle level leadership to lead PLCs • Distributed leadership structures and process • Leadership role clarity • Community engagement in learning and wellbeing • Parents and carers as partners • Health and wellbeing • Student agency • Full student participation in AtoSS • Resource use for equity funded students • Respect for diversity and inclusion • Disability Inclusion Profiles (DIPs) Woodville will prioritise the following goals: Goal 1 - Improve student learning achievement and growth in literacy and numeracy. Goal 2 - Strengthen wellbeing, inclusion and engagement of all students.

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Goal 1	Improve student learning achievement and growth in literacy and numeracy.
Target 1.1	By 2027, increase the percentage of students achieving 'at or above expected level' in Teacher Judgements - Semester 1: • Measurement & Geometry from 75% (2022) to 80% • Number & Algebra from 70% (2022) to 75% • Writing from 69% (2022) to 74%.
Target 1.2	By 2027, increase the percentage of students in the top two NAPLAN bands: Year 3 • Reading from 67% (2023) to 72% • Writing from 73% (2023) to 78% • Numeracy from 54% (2023) to 59% Year 5 • Reading from 70% (2023) to 75% • Writing from 78% (2023) to 83% • Numeracy from 67% (2023) to 72%
Target 1.3	Increase positive responses in the School Staff Survey (SSS) to Instructional leadership from 79% in 2023 to 87% in 2027

Target 1.4	Increase positive responses in the SSS to Collective efficacy from 72% in 2023 to 80% in 2027
Target 1.5	Increase positive responses in the School Staff Survey to Teacher Collaboration from 67% in 2023 to 75% in 2027
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further enhance the implementation of PLCs at Woodville PS.
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Further develop, and refine distributed leadership structures and processes in the school.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop and implement consistent, evidence–based practices in literacy and numeracy.
Goal 2	Strengthen wellbeing, inclusion and engagement of all students.

Target 2.1	Increase positive responses in the SSS Parent and community involvement from 74% in 2022 to 82% in 2027
Target 2.2	Increase positive responses in the SSS Trust in students and parents from 64% in 2022 to 72% in 2027
Target 2.3	Increase positive responses in the Parent Opinion Survey (POS) to General satisfaction from 87% in 2022 to 91% in 2027
Target 2.4	Increase positive responses in the AtoSS Sense of connectedness from 93% in 2022 to 97% in 2027
Target 2.5	Increase positive responses in the AtoSS Student voice and agency from 89% in 2022 to 93% in 2027
Target 2.6	Increase positive responses in the AtoSS Emotional awareness and regulation from 86% in 2022 to 90% in 2027
Target 2.7	Decrease the percentage of students with 20 or more absence days from 26% in 2022 to 18% in 2027
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further enhance community engagement and partnerships with parents and carers.

Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen wellbeing and inclusive practices to embrace all members of the school community.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Continue to develop students as active, engaged and empowered learners.