

0182 Warrnambool West Primary School
Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Phil Barnes	September 2017[name].....[date]
School council: Noel Halliwell	September 2017[name].....[date]
Delegate of the Secretary: Tony Fowler	September 2017[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
To create Life Long learners who are engaged with their community.	<p>Our Values represent the aspirations and beliefs of our school community. They work in conjunction with core traditional community values such as respect, appropriate manners, democracy, morals, responsibility and honesty.</p> <p>Our Vision and Values were ‘workshopped’ and chosen by our students, staff and School Council. Students selected a series of words they felt best represent each value.</p> <p>Our school values are: SAFE secure, cared for, happy, protected, bully-free SUPPORTIVE caring, interested, helping, understanding, encouraging INCLUSIVE not left out, everyone, all, complete, diverse</p>	<p>The school has six classrooms with six teachers and support staff in each room. A Principal and an acting Assistant Principal who conducts a Reading Recovery Program and coordinates support for students with special needs lead the school. A full-time Student Wellbeing Officer coordinates wellbeing support for all students.</p> <p>Located in West Warrnambool four kilometres from the city centre the school has had a stable enrolment over the last three years following a period of decline from 2000 to 2014.</p> <p>At the time of the review, the school had 130 students. Students are predominately drawn from the immediate neighbourhood although students do travel from other areas within the city.</p> <p>The school facilities include refurbished air-conditioned rooms, an outside learning area and large well-maintained grounds incorporating adventure playground equipment. A well-equipped multi-purpose room provides a facility for music, cooking, meetings, performances and indoor games.</p> <p>The school has connections with a range of community groups who enhance student programs including the breakfast program, literacy and numeracy classes. Community groups are encouraged to utilise the school facilities and contribute to a community education environment</p> <p>Specialist programs in Music, Japanese and Physical Education were available to the students and the school took an active interest in network sporting events</p>	<p>This strategic plan was developed in response to the key findings of a Priority Review. The key findings are: <i>A review of school documents, interviews with school leadership, teachers and student data demonstrated</i></p> <ul style="list-style-type: none"> Some collaborative curriculum planning & assessment, but this was not evident consistently across the school. An agreed, documented and adequately resourced approach to building practice excellence was not evident resulting in significant within school variation. There was little evidence of an agreed instructional model based on evidence-based high impact teaching strategies across the school. There was little evidence of differentiated learning. No whole school Professional Development Plan has been developed. Professional development strategies listed in the current Annual Implementation Plan including Peer Observation and Learning Walks have not commenced. A lack of role clarity with respect to members of the leadership team and curriculum coordination there was little evidence of instructional and shared leadership. Review findings supported the 2017 Annual Implementation Plan direction with a goal to “Develop a whole school approach to the planning, assessment and teaching of reading and spelling that is implemented consistently by all staff” <p>The intent of this plan is to support the development of leadership capability to create, nurture and sustain a safe a secure environment for all learners, where collaborative practices, feedback, and professional learning support high quality instruction in every classroom.</p> <p>Excellence and equity are our guiding principles as we strive to ensure every child develops the social, emotional and academic attributes of lifelong learners who are engaged with their community.</p> <p>The focus of this strategic plan is:</p> <p>Excellence In Teaching and Learning Building Practice Excellence Curriculum Planning And Assessment Evidence based high impact teaching strategies Evaluation impact on learning</p> <p>Professional Leadership Instructional & shared leadership Building leadership teams Strategic resource management</p> <p>Positive Climate for Learning Setting expectations & promoting inclusion Empowering students and building school pride</p>

Four-year goals	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets																																																																																																																																																																																																																				
<p>Goal 1 - Student Achievement By the end of the strategic plan, we will build the capability of all staff through a culture of collaboration and collective responsibility so that all students achieve their appropriate learning growth in Literacy and Numeracy.</p>	<p>Excellence In Teaching and Learning</p> <ul style="list-style-type: none"> Building Practice Excellence Curriculum Planning And Assessment Evidence based high impact teaching strategies Evaluation impact on learning <p>Professional Leadership</p> <ul style="list-style-type: none"> Instructional & shared leadership Building leadership teams Strategic resource management <p>Positive Climate for Learning</p> <ul style="list-style-type: none"> Setting expectations & promoting inclusion 	<p><i>Key Improvement Strategies</i></p> <ul style="list-style-type: none"> Implement the PLC framework <ul style="list-style-type: none"> build teacher capability to identify, collaboratively plan, teach and report on each student's point of learning (POL) ensure consistent practices associated with the identification, collaboratively planning, teaching and reporting on each student's point of learning (POL) use multiple sources of feedback to inform practice (peer observations, learning walks, student voice) 	<p>Student Outcomes – all benchmarks & targets based on 4 year averages NAPLAN Achievement</p> <table border="1"> <thead> <tr> <th></th> <th>Top 2 bands</th> <th>Middle 2 bands</th> <th>Bottom 2 bands</th> </tr> </thead> <tbody> <tr> <td>Yr3 Numeracy</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Benchmark</td> <td>10%</td> <td>45%</td> <td>45%</td> </tr> <tr> <td>Target</td> <td>23%</td> <td>53%</td> <td>24%</td> </tr> <tr> <td>Yr5 Numeracy</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Benchmark</td> <td>8%</td> <td>57%</td> <td>35%</td> </tr> <tr> <td>Target</td> <td>16%</td> <td>56%</td> <td>29%</td> </tr> <tr> <td>Yr3 Reading</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Benchmark</td> <td>11%</td> 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<ul style="list-style-type: none"> Build leadership capability to utilise the Improvement Cycle to embed a professional learning framework that ensures a line of sight between the Strategic Plan, the Annual Implementation Plans, and Performance & Development plans 	<ul style="list-style-type: none"> Strengthen the learning and practices associated with the Building Better Schools (coaching for Leadership Teams) program 	<ul style="list-style-type: none"> Embed an agreed instructional model incorporating high impact teaching strategies that is implemented rigorously by all staff, and evaluated using multiple sources of feedback 																																																																																																																																																																																																																					

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<p>Goal 3 –Wellbeing By the end of the strategic plan, we will lead the development and implementation of a whole school approach to respectful relationships to strengthen the self-efficacy of all learners.</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> Setting expectations & promoting inclusion <p>Professional Leadership</p> <ul style="list-style-type: none"> Instructional & shared leadership 	<p><i>Key Improvement Strategies</i></p> <ul style="list-style-type: none"> ➤ Develop and implement an agreed and documented whole school approach to teach, encourage and nurture respectful relationships ➤ Build leadership capability to lead school improvement with a specific focus on building a safe, purposeful, inclusive, collaborative and challenging learning environment for all learners 	<p>Staff Opinion</p> <table border="1"> <thead> <tr> <th></th> <th>Benchmark</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Percentage endorsement</td> <td></td> <td></td> </tr> <tr> <td>Leading change^</td> <td>60.8%</td> <td>85%</td> </tr> <tr> <td>Cultural leadership^</td> <td>63.1%</td> <td>85%</td> </tr> <tr> <td>Leader's support for change^</td> <td>62.2%</td> <td>75%</td> </tr> <tr> <td>Staff trust in colleagues*</td> <td>46.7%</td> <td>80%</td> </tr> <tr> <td>Trust in students & parents*</td> <td>37.2%</td> <td>70%</td> </tr> </tbody> </table> <p>Students attitudes to school (based on 2017 data only)</p> <table border="1"> <thead> <tr> <th><i>Teacher-student relations</i></th> <th>Benchmark</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Teacher concern</td> <td>81%</td> <td>90%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><i>Learner characteristics & dispositions</i></th> <th>Benchmark</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Resilience</td> <td>79%</td> <td>85%</td> </tr> <tr> <td>Self-regulation & goal setting</td> <td>81%</td> <td>86%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><i>Social engagement</i></th> <th>Benchmark</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>School connectedness</td> <td>80%</td> <td>90%</td> </tr> <tr> <td>Sense of inclusion</td> <td>86%</td> <td>90%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><i>Student safety</i></th> <th>Benchmark</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Advocate at school</td> <td>92%</td> <td>95%</td> </tr> <tr> <td>Managing bullying</td> <td>85%</td> <td>90%</td> </tr> <tr> <td>Respect for diversity</td> <td>89%</td> <td>95%</td> </tr> </tbody> </table>		Benchmark	Target	Percentage endorsement			Leading change^	60.8%	85%	Cultural leadership^	63.1%	85%	Leader's support for change^	62.2%	75%	Staff trust in colleagues*	46.7%	80%	Trust in students & parents*	37.2%	70%	<i>Teacher-student relations</i>	Benchmark	Target	Teacher concern	81%	90%	<i>Learner characteristics & dispositions</i>	Benchmark	Target	Resilience	79%	85%	Self-regulation & goal setting	81%	86%	<i>Social engagement</i>	Benchmark	Target	School connectedness	80%	90%	Sense of inclusion	86%	90%	<i>Student safety</i>	Benchmark	Target	Advocate at school	92%	95%	Managing bullying	85%	90%	Respect for diversity	89%	95%
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