Thomastown West Primary School Strategic Plan
2017-2020

School vision	School values	Context and challenges	Intent, rationale and focus
Together Working on Pathways to Success	Values for Learning	From 2016 Reviewers Report: **Enablers for improvement in student performance**	**Intent - To** build teacher capacity to maximise educational outcomes for all.

Together	Shared Vision Collaboration Common Goals Partnership Unit Team Communication Planning Supportive
Working on	-Team planning -Professional learning -Doing your best -Goals -Showing respect -Focus -Team
Pathways to	-Journey -Roads -Vision -Directions -Goal Setting
Success	-Increased Student learning outcomes -Increased teacher capacity -Data used effectively -Goals -Pride -Empowerment

Respect

Being honest and valuing ourselves, other people and property

Responsibility

Ability to be trusted to do what is right or to do the things that are expected or required

Resilience

Coping and bouncing back after experiencing difficult situations

Empathy

The ability to understand and share the feelings of others

Strive To Be Our Best

Having high standards for ourselves

Building teacher capacity:
At Grade 5/6 teachers worked with a teaching and learning coach to investigate and instigate high quality teacher practices. Professional Learning Teams (PLT) across the year levels were utilised to build teacher capacity in examining and using student assessment data to inform improvement.

Improve student outcomes:
A Linking Learning Project was commenced in 2015 to provide early intervention. With the literacy focus over the strategic plan period a whole school reading and comprehension program was implemented. Consistent assessment strategies were implemented and used in literacy across the school.

Update the Curriculum:
A Curriculum School improvement team was instigated to update documentation and assist with the implementation of the Victorian Curriculum.

Barriers to improved performance

- There was variability of teacher knowledge and instructional practice across the year levels. PLTs were being utilised to address this
- A lack of consistent teacher understanding in assessment across the year levels, as indicated by the high number of 'C's awarded
- A significant number of students presented with Oral language issues
- The quality and depth of curriculum documentation, including teacher planning, varied
- The high absenteeism rates for some students impacted negatively on their learning
- Teacher understanding of Mathematical concepts learning varied.

Enablers for improvement in student engagement
- A whole school approach to student wellbeing with a focus on building engagement was evident.
- The introduction of School Wide Positive Behaviour Support (SWPBS) has provided a strong platform for supporting student wellbeing.
- The school monitored student engagement through the Student Wellbeing teams. Professional learning in this was undertaken by staff.
- A Community Hub provided programs and services for parents and other community members in areas such as ICT skills.
- Parent and community members were able to access literacy skills as part of the Community Hub.

Barriers to improved engagement
- The significant numbers of days many students were absent from school not only impacted upon their learning, but mitigated against positive student engagement.
- The panel concluded that the variability in teacher practice was a factor impacting upon student engagement.
- Student voice – it was also noted that the opportunities for students to inform

Rationale – The 2016 School review panel concluded that while there had been a particular focus on literacy in the previous period more improvement in student outcomes could be achieved. The panel agreed that there were significant percentages of students achieving low learning growth in the high bands particularly in numeracy and that there was also a lack of consistency in teacher judgments indicated in the AusVELS data.
The panel noted that curriculum documentation was not comprehensive and consistent across the school. The panel also suggested that there could be an ongoing focus on assessment and data analysis. It was also noted that the links between analysis of student assessment data, curriculum and pedagogical planning, teacher instructional practice and feedback to students, were not always fully evident. The panel suggested that teacher data literacy be further developed.
The panel concluded that more consistent approaches to teaching literacy and numeracy across the school be incorporated, with a focus on building teacher capacity to maximise educational outcomes for all students and on a broader understanding of using assessment data effectively to inform teaching practice. More consistent development of curriculum documentation incorporating effective assessment and feedback schedules was suggested by the panel.

Focus – Excellence in teaching and learning: Building Practice Excellence/ Curriculum planning and assessment

Intent – To improve student engagement in their learning.

Rationale – The 2016 School Review panel noted the students reported productive relationships with teachers who attended to their concerns. The panel also noted that both parents and students saw student involvement in their learning as somewhat passive with teachers directing what students do. Parent and community partnerships were discussed as an important factor in the achievement of a positive climate for learning.
The panel concluded that the school develop student ownership for their learning through improving opportunities for student voice for all students. Student leadership skills could also be fostered. Enhancing broader parental involvement in the school would assist in supporting student engagement.

Focus – Building Practice Excellence / Curriculum Planning & Assessment / Empowering students and

		and lead their learning were limited.	building school pride

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and lead their learning were limited.
- At Years 5 and 6, responses from female students in the AtSS survey indicated a lack of connectedness and teacher effectiveness.

Enablers for improvement in student wellbeing
- The whole school approach to student wellbeing with a focus on building engagement through the introduction of School Wide Positive Behaviour Support (SWPBS) has provided a strong platform for supporting student wellbeing.
- The Student Wellbeing teams continued a systematic approach to student support.
- A Community Hub provided programs and services for parents and other community members in areas such as ICT skills.
- Parent and community members were able to access literacy skills as part of the Community Hub.

Barriers to improved wellbeing
- The school identified that it was difficult to engage some parent groups as they were either new to the country or lacked confidence in approaching the school. This was particularly evident when trying to address the high absenteeism for some students.
- At Years 5 and 6, responses from female students in the AtSS survey indicated a lower sense of student safety and connectedness to peers (both in first quartile). The panel concluded that there was an interplay between student achievement and wellbeing.

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building school pride

Intent – To develop a high functioning learning community.

Rationale – The 2016 School Review agreed that there had been a whole-school approach to student wellbeing. It was agreed that the school responded effectively to parent concerns and that parents see staff as approachable. The school's early intervention programs and SWPBS program were providing effective mechanisms for monitoring and response.
The panel concluded that the school continues its programs to provide a safe and inspiring learning environment and to further develop communication mechanisms and partnerships with parents and the wider school community.

If a positive and collaborative climate for learning that includes all staff, students, parents and community is built, together with a clearly articulated and shared vision, then student achievement, engagement and wellbeing will be enhanced.

Intent – Positive Climate for learning / Empowering students and building school pride

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Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
STUDENT ACHIEVEMENT • Build teacher capacity to maximise educational outcomes for all.	**Excellence in Teaching and Learning** • Building Practice excellence	Embed the Victorian Curriculum into teaching practice. Develop of whole-school and PLT-based professional learning. Develop and embed a whole school approach to instructional practice and curriculum delivery. Strengthen the capacity of all teachers to plan differentiated learning experiences to improve outcomes for every student Develop a whole school systematic response to intervention in Literacy (including oral language) and Numeracy Build capacity of School Improvement Team to oversee and evaluate the effectiveness and the impact of the SSP and AIP in relation to improving student outcomes.	Teacher judgements: Increase the percentages of students achieving in **Reading** • To at least 25% students in Years P–6 to be achieving at Victorian Curriculum levels A & B in Reading **Writing** • To at least 25% students in Years P–6 to be achieving at Victorian Curriculum levels A & B in Writing **Number** • To at least 20% of students in Years P–6 to be achieving at Victorian Curriculum levels A & B in Number NAPLAN: • Increase the percentage of students achieving in the top two bands of NAPLAN in English in year 3 to 40% and year 5 to 35% • Increase the percentage of students achieving in the top two bands of NAPLAN in Numeracy in year 3 and year 5 to 30% • NAPLAN data to show 2 years growth for all students between grades 3 & 5

• Develop and document a comprehensive and systematic whole-school Teaching/Learning and Assessment model.	**Excellence in Teaching and Learning**
	
	• Curriculum planning and assessment
		Develop whole school agreed assessment practices (including moderation of common assessment tasks), high impact teaching and intervention strategies
		
		Develop explicit and evidence based school improvement strategies and teacher professional practice activities.
		
		Target professional learning to build teacher capacity and confidence to utilize data and a range of assessment strategies to teach to a student's point of learning.
		
		Review and develop whole school agreed reporting procedures including:
		    - Online Student reports
		    - Student Learning Digital Portfolios via COMPASS
		    - Student-led three-way conferences
		
		Improve the consistency of teacher judgements to ensure teachers are effectively using data in making accurate teacher judgements as a guide to ongoing instruction.
		
		Align resource allocation with the directions in the strategic plan to optimize student outcomes for the life of the School strategic plan.
			• Decrease the percentage of students achieving in the lowest two bands, in particular numeracy in year 3 to less than 5% and in year 5 to less than 15%
			
			• Increase the percentage of student high growth:
			    - in reading and numeracy to 25% from years 3 and 5.
			    - writing and spelling to 35% from years 3 and 5.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
STUDENT ENGAGEMENT • To improve student engagement by enhancing their ownership of their learning. • To improve student attendance data	**Excellence in Teaching and Learning** • Building Practice excellence **Positive Climate For Learning** • **Empowering students and building school pride**	Build and foster a learning community where Student Voice is heard, valued and acted upon. Provide professional learning for teachers to utilise effective feedback processes, both from and to students, and between peers Strengthen the capacity of all teachers to incorporate high quality use of digital and design technologies to enhance the engagement of students in learning Improve student self-awareness, creative and critical thinking capabilities as independent learners for success. Create a whole school approach to engage with families around attendance and late arrivals - Analyse the face-to-face teaching and learning time - Utilise Student Wellbeing Officer, Wellbeing, School Improvement Team, DET Resources to support families to improve student attendance - Further develop partnerships with external agencies through the Thomastown Community Hub - Review inter-school and intra-school transition	<u>Attitudes to School Survey:</u> Improve factor mean scores particularly in: • Stimulating learning effectiveness from 4.0 to 4.40 • Learning confidence from 4.17 to 4.30 • Teacher empathy from 4.44 to 4.60 • Student Motivation from 4.65 to 4.75 <u>Parent Opinion:</u> Improve Percentile by factor scores particularly in: • Student safety from 5.6 to be at or above 35th percentile • Parent input from 7.0 to be at or above 50th percentile • Student behaviour management 7.4 to be at or above 50th percentile. <u>Staff Opinion:</u> Improve component mean scores–Whole School, particularly in • Academic emphasis from 67.33 to 80 • Collective focus on student learning from 74.65 to 83 • Guaranteed and viable curriculum from 70.85 to 80 Decrease the average absenteeism rate to ==18== days per student.
STUDENT WELLBEING • To optimise the wellbeing of all students to fully engage in their learning.	**Positive Climate For Learning** • **Empowering students and building school pride**	Provide a safe and inspiring learning environment. • Embed the school's mission, vision and values into the everyday work of the school • Embed an agreed student behaviour management plan that is consistently implemented by all staff. Further develop communication and partnerships with parents and the wider school community. Further utilise the Thomastown Community Hub to access and provide Wellbeing programs and services for parents and other community members. Enhance the school's approach to building student resilience and identifying and responding to the wellbeing needs of individual students.	**Target areas:** <u>Attitude to School Survey:</u> Improve factor mean scores particularly in: • Student morale from 5.68 to 5.85 • Student distress from 5.85 to 6.00 • Connectedness to peers from 4.19 to 4.50 • School Connectedness from 4.25 to 4.50 <u>Parent Opinion:</u> Improve Percentile by factor scores particularly in: • Student safety from 7.0 to be at or above 40th percentile • School climate - General satisfaction from 6.4 to be at or above 50th percentile <u>Staff Opinion:</u> Improve component mean scores–Whole School, particularly in • Trust in students and parents from 58.32 to 65 • Parent and community involvement from 51.78 to 60 <u>Cases data/Compass Chronicle:</u> • Less events listed in the Compass student behaviour Chronicles.