

School Strategic Plan 2020-2024

Thomastown West Primary School (4999)



Submitted for review by Sandi Young (School Principal) on 07 June, 2021 at 12:36 PM

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School vision	<p>At Thomastown West Primary School, together we work on pathways to success.</p> <p>We believe that students can reach their full potential when they are happy, healthy and safe. Thomastown West Primary School encourages every child to reach their academic and social potential. We do this by providing an inclusive and innovative learning environment.</p> <p>At Thomastown West Primary School, we believe that education is a partnership between students, teachers, families, and the wider community.</p>
School values	<p>Thomastown West Primary School's values are Respect, Responsibility, Resilience, Empathy and Striving to be our Best.</p> <p>At Thomastown West Primary School, we respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.</p> <ul style="list-style-type: none">* Resilient: Resilience is what helps you to cope and get through hard times. Sometimes it makes you even stronger than you were before. It means we bounce back after difficult times.* Responsible: Being responsible means, you do the things you are expected to do and accept the consequences (results) of your actions. It means you do what is right.* Empathetic: Empathy is the ability to understand how someone else is feeling or to understand the situation they are in. It means 'putting yourself in someone else's shoes.'* Respectful: Respect is thinking and acting in a positive way about yourself and others. It means you behave in a way that shows you care about the feelings and wellbeing of other people.* We will strive to do our best: Striving to be your best is the ability to keep working towards a goal, overcoming challenges and sticking with it even when it's hard. It means believing in your heart that you can make choices you are proud of, and always trying your best.
Context challenges	<p>The School Review Panel found the comparative teacher judgment against NAPLAN data showed inconsistencies in the application of assessment against the curriculum frameworks. This was further supported by staff feedback that the strands of Victorian Curriculum were referenced when planning and assessing student learning, but the content descriptions and elaborations were not yet used to inform differentiated student learning and assessment. The Panel agreed that the school had reviewed the impact achievement in writing and to a lesser extent spelling, reading and numeracy. Learning areas were yet to be consistently tracking student learning growth as individuals or as cohorts. The Panel assessed that data triangulation and data driven differentiation</p>

	<p>teaching and learning was evolving at TWPS. Tracking the impact of programs, initiatives and chosen strategies was yet to be embedded into the curriculum planning cycle. The school was beginning to collaboratively and consistently use its data to align professional learning needs and whole school approaches to teaching and learning through Professional Learning Communities.</p> <p>The School Review Panel found through classroom observations and student feedback in fieldwork activities that some students were not consistently challenged. This was supported by the evidence that some students did not achieve expected learning gain as measured by NAPLAN, local assessment and teacher judgments. The Panel agreed the majority of teaching and learning observed throughout the review was teacher directed with limited student directed learning. The Panel heard from staff, students and families that the collective understanding of student voice, agency and leadership of learning were not consistently understood as inter-related factors that contribute to the notion of empowerment and motivation. Through student focus group and feedback during class observations, students outlined that they were yet to collaborate and make decisions with adults around what and how they learn and how their learning was assessed. Students were uncertain of how to direct and take responsibility for their learning but had a desire to do so.</p>
Intent, rationale and focus	<p>An analysis of the school's NAPLAN and school-based assessment in Literacy and Numeracy identified some students were making less than expected learning growth at Thomastown West Primary School. The panel agreed that the school had recently focused efforts to enhance teacher collaboration and had agreed upon and begun to implement consistent pedagogy. This was supported by internal professional learning and a distributive leadership approach.</p> <p>The school implemented an instructional model (e5) and enhanced staff collaboration throughout the implementation of Professional Learning Communities. This was supported by both external and internal professional learning and an emerging distributive leadership approach.</p> <p>The panel agreed a focus on further developing whole school approaches to Literacy and Numeracy via enabling a culture of data collection, analysis and evaluation of student learning growth over time, consistency of curriculum planning and delivery that is focused on student need and a targeted approach to student goals setting enabled by staff collective efficacy and learner agency were to be included in the next school strategic plan. This was further supported by staff, student and parent feedback during the fieldwork activities of the Review.</p> <p>During the previous SSP, Thomastown West Primary School improved the school climate and community perceptions. During the Review, focus groups staff, students and families displayed pride in their school. The panel established that outcomes for students would be enhanced through an explicit approach to student engagement and agency in their learning, so students can own their learning achievement and growth.</p>

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Goal 1	Improve numeracy outcomes for all students.
Target 1.1	<p>NAPLAN – Benchmark growth (all students and by priority grouping)</p> <p>By 2024, the percentage of student meeting or above NAPLAN benchmark growth will increase;</p> <ul style="list-style-type: none"> • Year 3 to 5 Numeracy from 61.1 percent (2019) to 80 percent. <p>a. Equity Funded</p> <p>By 2024, the percentage of equity funded student meeting, or above NAPLAN benchmark growth will increase;</p> <ul style="list-style-type: none"> • Year 3 to 5 Numeracy from 75 percent (2019) to 80 percent. <p>b. EAL</p> <p>By 2024, the percentage of funded EAL student meeting or above NAPLAN benchmark growth will increase;</p> <ul style="list-style-type: none"> • Year 3 to 5 Numeracy from 44.4 percent (2019) to 70 percent. <p>c. Students who have remained enrolled at TWPS Year 3 to 5.</p> <p>By 2024, the percentage of students who have remained enrolled at TWPS Year 3 to Year 5 meeting or above</p> <p>NAPLAN benchmark growth will increase;</p>

	<ul style="list-style-type: none"> • Year 3 to 5 Numeracy from 69 percent to 75 percent.
Target 1.2	<p>NAPLAN – student by band</p> <p>By 2024, the percentage of student achievement as measured by in the NAPLAN bands in improve to:</p> <ul style="list-style-type: none"> • Year 3 Numeracy bottom two bands from 27 percent (2019) to 15 percent. • Year 3 Numeracy top two bands from 27 percent (2019) to 40 percent. • Year 5 Numeracy bottom two bands from 22 percent (2019) to 15 percent. • Year 5 Numeracy top two bands from 27 percent (2019) to 35 percent.
Target 1.3	<p>Teacher Judgments – Growth</p> <p>By 2024, the learning growth as measured by teacher judgment for student achieving below expected growth will decrease;</p> <ul style="list-style-type: none"> • Year 1 to Year 6 Measurement and Geometry from 39.5 percent (2019*) to 25 percent. • Year 1 to Year 6 Number and Algebra from 38.7 percent (2019*) to 25 percent. • Year 1 to Year 6 Statistics and Probability from 51.7 percent (2019*) to 35 percent. <p>*Benchmark measure is based on the growth of Numeracy for Teacher judgment of student outcome from 2018 Semester 2 to 2019 Semester 2. The 2020 (COVID 19) growth data did not match with the school performance of 2017, 2018 and 2019. The panel agreed benchmark should be based on 2019 results).</p>

Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and embed a whole-school sequential learning plan for numeracy that promotes evidence-based, high quality teaching and learning.
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and implement a consistent approach to numeracy (F-6) that meets students' individual point of need though both the Victorian Curriculum and EAL Curriculum.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build teacher capacity to utilise a range of teaching and assessment strategies to differentiate teaching and learning in numeracy.
Goal 2	Improve literacy outcomes for all students.
Target 2.1	<p>NAPLAN – Benchmark growth (all students and by priority grouping)</p> <p>By 2024, the percentage of students meeting, or above NAPLAN benchmark growth will increase;</p> <ul style="list-style-type: none"> • Year 3 to 5 Reading from 72.2 percent (2019) to 80 percent. • Year 3 to 5 Writing from 68.6 percent (2019) to 80 percent. • Year 3 to 5 Spelling from 61.1 percent (2019) to 75 percent. • Year 3 to 5 Grammar and Punctuation from 58.8 percent (2019) to 75 percent. <p>a. Equity Funded</p> <p>By 2024, the percentage of equity funded students meeting or above NAPLAN benchmark growth will increase;</p> <ul style="list-style-type: none"> • Year 3 to 5 Reading from 70.8 percent (2019) to 75 percent. • Year 3 to 5 Writing from 64.0 percent (2019) to 70 percent. • Year 3 to 5 Spelling from 81.0 percent (2019) to 85 percent. • Year 3 to 5 Grammar and Punctuation from 70.8 percent (2019) to 75 percent.

	<p>b. EAL</p> <p>By 2024, the percentage of EAL students meeting or above NAPLAN benchmark growth will increase;</p> <ul style="list-style-type: none"> • Year 3 to 5 Reading from 89.9 percent (2019) to 90 percent. • Year 3 to 5 Writing from 55.6 percent (2019) to 70 percent. • Year 3 to 5 Spelling from 100 percent (2019)/ 40 percent (2018) to 85 percent. • Year 3 to 5 Grammar and Punctuation from 50.0 percent (2019) to 75 percent. <p>c. Students who have remained enrolled at TWPS Year 3 to 5.</p> <p>By 2024, the percentage of students who have remained enrolled at TWPS Year 3 to Year 5 meeting or above NAPLAN benchmark growth will increase;</p> <ul style="list-style-type: none"> • Year 3 to 5 Reading from 72 (2019) to 75 percent. • Year 3 to 5 Writing from 71 (2019) to 75 percent.
<p>Target 2.2</p>	<p>NAPLAN – student by band</p> <p>By 2024, the percentage of student achievement as measured by in the NAPLAN bands in improve to:</p> <ul style="list-style-type: none"> • Year 3 Reading bottom two bands from 19 percent (2019) to 10 percent. • Year 3 Reding top two bands from 32 percent (2019) to 40 percent. • Year 5 Reading bottom two bands from 20 percent (2019) to 15 percent. • Year 5 Reding top two bands from 22 percent (2019) to 30 percent). • Year 3 Writing bottom two bands from 8 percent (2019) to 5 percent. • Year 3 Writing top two bands from 46 percent (2019) to 50 percent. • Year 5 Writing bottom two bands from 24 percent (2019) to 10 percent. • Year 5 Writing top two bands from 11 percent (2019) to 20 percent.

Target 2.3	<p>Teacher Judgments – Growth</p> <p>By 2024, the learning growth as measured by teacher judgment for student achieving below expected growth will decrease;</p> <ul style="list-style-type: none"> • Year 1 to Year 6 Reading and Viewing from 22.5 percent (2019*) to 20 percent. • Year 1 to Year 6 Writing from 27.6 percent (2019*) to 20 percent. • Year 1 to Year 6 Speaking and listening from 16.3 percent (2019*) to 15 percent. <p>*Benchmark measure is based on the growth of English for Teacher judgment of student outcome from 2018 Semester 2 to 2019 Semester 2. The 2020 (COVID 19) growth data did not match with the school performance of 2017, 2018 and 2019. The panel agreed benchmark should be based on 2019 results).</p>
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop whole-school curriculum documentation that includes scope and sequence documents and sequential learning plans for literacy that promote high quality teaching and learning.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build teacher capacity to utilise data and range of assessment strategies to differentiate the learning in Literacy.
Key Improvement Strategy 2.c Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff to ensure consistency with pedagogical practice in Literacy that maximises student learning outcomes.
Goal 3	Improve student agency in learning.
Target 3.1	Attendance

	<p>By 2024 reduce average days absence from 22 (2019) to below 20.</p> <ul style="list-style-type: none"> • Reduce the percentage of equity funded student measuring 30 + absences from 26 percent (2019) to 20 percent.
Target 3.2	<p>Attitudes to School Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors</p> <ul style="list-style-type: none"> • Stimulated Learning from 76 (2019) to 85. • Student voice and agency from 68 (2019) to 75. • Teacher concern from 70 (2019) to 80. • Effective classroom behaviour 67 (2019) to 80.
Target 3.3	<p>Staff Opinion Survey (POS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors;</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 73 (2019) to 80. • Academic emphasis from 54 (2019) to 65. • Collective efficacy from 60 (2019) to 65. • Trust in Students and parents from 38 (2019) to 60.
Target 3.4	<p>Parent Opinion Survey (POS)</p>

	<p>By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors;</p> <ul style="list-style-type: none"> • Student motivation and support from 83 (2019) to 86. • Student agency and voice from 89 (2019) to 90.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop student capacity to take ownership of their learning through deeper understanding of the next steps and individual goals driven by data and regular ongoing assessment.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	To utilise the school's agreed instructions model (E5) to enable the gradual release of responsibility of learning from teacher to student.
Key Improvement Strategy 3.c Empowering students and building school pride	Teacher proactively involve students in decision making about planning, learning, assessment and feedback.
Key Improvement Strategy 3.d Parents and carers as partners	Strengthen the school engagement with parents as partners in their child's learning.