

School Strategic Plan 2019-2023

Wembley Primary School (4788)



Submitted for review by Vassie Vatsilas (School Principal) on 10 June, 2020 at 07:55 PM

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School vision	<p>Our mission at Wembley Primary School is to empower all students to learn at high levels to become successful, independent, lifelong learners. Our motto is, 'know thy impact'.</p> <p>Our objective is to provide excellence in learning and teaching, achievement, innovation and self improvement within a supportive, healthy, safe and secure environment that is inclusive of all. We believe that we have a shared responsibility to know our students, track their learning journey and maximise their learning path to ensure that no child is left behind.</p>
School values	<p>At Wembley Primary School, we operate as a Professional Learning Community.</p> <p>In order to achieve our mission, we have created and are guided by a clear and compelling vision of what we must become in order to help all students learn. Staff have made collective commitments, expressed as our values and norms, that clarify what each member of staff will do to achieve our mission.</p> <p>Our school values are:</p> <ul style="list-style-type: none">• Respect: Respecting ourselves, others and the environment around us.• Co-operation: Cooperating, collaborating and leading or following as the situation demands• Responsibility: Taking action for our learning and behaviour• Persistence: Persevering and remaining focused and looking for ways to reach your goal. Not giving up!• Integrity: Being honest and demonstrating a considered sense of fairness• Resilience: Ability to manage and learn from difficulties and to bounce back. Self-reliant and have a learning/coping reaction rather than the victim blaming reaction <p>Our school norms are:</p> <ul style="list-style-type: none">• Time: We will use our time effectively, in a focused and productive manner.• Listening: We will actively and respectfully listen to each other.• Confidentiality: We will show respect to our students, colleagues and the wider school community by maintaining confidentiality regarding all matters pertaining to students, staff and parents.• Decision Making: We will ensure that our decision making process is collaborative, thorough, democratic and informed, with a collective commitment to upload agreed actions.

	<ul style="list-style-type: none"> • Participation: We will actively participate in all aspects of our school community. • Expectations: We will ensure that our actions are always of the highest professional standard, upholding and modelling expectations within our school community.
Context challenges	<p>Wembley Primary School is in the City of Maribyrnong on the border of the City of Hobson's Bay and in 2020 we have an enrolment of 728 students - 376 females and 352 males. 25 percent of the students EAL (English as an Additional Language) students and 1.2 percent ATSI (Aboriginal and Torres Strait Islander) students. The school has a low Student Family Occupation index (0.2902) and Student Family Occupation and Education index (0.2121). The school has a staff of 56.8EFT, made up of 47.3EFT teaching staff and 9.5 EFT Education Support Staff.</p> <p>As a result of the self-evaluation and the School Review, the following are the school's key challenges throughout the life of this Strategic Plan:</p> <ul style="list-style-type: none"> • Enrolment - To reduce and maintain our enrolments at 700 and provide a comprehensive curriculum, in the facilities available to us. • Learner agency - To increase student engagement in the design and delivery of the curriculum. • Feedback - To achieve greater consistency in the gathering, recording and use of assessment data, to effectively provide timely feedback to students about their learning, and to inform goal setting. • Social and emotional wellbeing - To achieve greater consistency in the understanding and the provision of the social and emotional learning needs of all students.
Intent, rationale and focus	<p>What is your school trying to achieve? (intent)</p> <p>Wembley Primary School remains committed to the three big ideas of a Professional Learning Community:</p> <ul style="list-style-type: none"> • Focus on Learning - our fundamental purpose is to ensure that all students learn at high levels • Collaborative Culture - we work collaboratively to meet their needs • Results Orientation - we use student data and results to know if students are learning and respond to their needs. <p>Why is this important? (rationale)</p> <p>In 2013, we commenced the process of developing Wembley PS as an authentic Professional Learning Community (PLC) using the Dufour and Dufour model. Significant work was done in building teacher understanding of the three big ideas of a Professional Learning Community and how they can be used to influence teacher practices leading to improved outcomes for all students. In 2016</p>

	<p>the PLC became a major focus of our new Strategic Plan. Over the life of that Strategic Plan (2015-2019) we have embedded the practices of the PLC into the cultures and structures of the school and this has provided the framework for all school improvement.</p> <p>What are you prioritising? How will the Strategic Plan unfold over 4 years? (focus)</p> <p>Based on the school review, we as a PLC, have decided on the following priorities for the life of this Strategic Plan (2019-2023):</p> <ul style="list-style-type: none"> • Refining curriculum and assessment practices across the school • Building teacher knowledge and capacity in curriculum, instruction and assessment practices • Building leadership capacity to facilitate and lead collective inquiry into curriculum, instruction and assessment practices • Building greater consistency of curriculum, instruction and assessment practices • Incorporating greater student voice and learner agency in the design and delivery of the curriculum • Developing a stronger partnership between teachers, students and parents in the delivery of the curriculum • Building greater consistency in our assessment and feedback practices and in the use of student learning data • Building our understanding and provision of social and emotional wellbeing.
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Goal 1	To maximise learning growth and achievement for all students.
Target 1.1	<p>By 2023 increase the percentage of Year 5 students above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none">• Writing to increase from 38% (2019) to 40% or above• Reading to increase from 35% (2019) to 38% or above• Numeracy to increase from 23% (2019) to 33% or above
Target 1.2	<p>By 2023 increase the percentage of students achieving in the top two bands in NAPLAN:</p> <ul style="list-style-type: none">• Year 5 students Numeracy from 38% (2019) to 46% or above• Year 5 students Writing from 38% (2019) to 42% or above• Year 3 students Numeracy from 58% (2019) to 62% or above
Target 1.3	<p>By 2023 increase the percentage of students across the school (Prep to Year 6) achieving above level in teacher judgement:</p> <ul style="list-style-type: none">• Reading from 57% (2018) to 61% or above• Number and algebra 43% (2018) to 49% or above• Writing from 42% (2018) to 46% or above• Speaking and listening from 26% (2018) to 30% or above

Key Improvement Strategy 1.a Building practice excellence	Develop greater consistency and collective responsibility for improved student outcomes.
Key Improvement Strategy 1.b Curriculum planning and assessment	Refine curriculum alignment and delivery to meet the needs of all learners.
Key Improvement Strategy 1.c Evaluating impact on learning	Enhance the capacity of all staff to support, monitor and evaluate the impact of instructional practices on student outcomes.
Key Improvement Strategy 1.d Building leadership teams	Enhance the capacity of school leaders to drive school improvement.
Goal 2	To improve student engagement and learner agency
Target 2.1	<p>By 2023, increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Student voice and agency from 51% (2019) to 65% or above • Motivation and interest from 67% (2019) to % 77 or above • Stimulated Learning from 68% (2019) to 78% or above
Target 2.2	<p>By 2023, increase the percentage of positive endorsement in the POS:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 83% (2019) to 90% or above • Student motivation and support from 88% (2019) to 90% or above
Target 2.3	By 2023 increase the percentage of positive endorsement in the School Staff Survey (SSS):

	<ul style="list-style-type: none"> • Collective efficacy from 76% (2019) to 85% or above • Academic emphasis from 74% (2019) to 85% or above • Teacher collaboration from 48% (2019) to 75% or above
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity to activate student voice and learner agency.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Share learning data routinely so that learning growth and progress are monitored and visible to all.
Key Improvement Strategy 2.c Empowering students and building school pride	Enhance learning partnerships so that all students become independent and self-regulating learners.
Goal 3	To improve social and emotional wellbeing.
Target 3.1	<p>By 2023, increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Managing bullying from 69% (2019) to 77% or above • Teacher concern from 69% (2019) to 78% or above • School connectedness from 66% (2019) to 77% or above
Target 3.2	<p>By 2023 increase the percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> • Managing bullying from 79% (2019) to 87% or above • Teacher communication from 84% (2019) to 88% or above

Target 3.3	<p>By 2023 increase the percentage of positive endorsement in the POS:</p> <ul style="list-style-type: none"> • Parent and community involvement from 71% (2019) to 83% or above • Shielding and Buffering from 52% (2019) to 73% or above
Key Improvement Strategy 3.a Health and wellbeing	Embed consistent wellbeing processes throughout the school.
Key Improvement Strategy 3.b Building practice excellence	Build the capacity of staff to manage complex social and emotional learning needs.
Key Improvement Strategy 3.c Curriculum planning and assessment	Embed social and emotional learning across the school curriculum.