

School Strategic Plan 2023-2027

Wembley Primary School (4788)



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School vision	<p>School Mission: To empower all students to learn at high levels to become successful, independent, lifelong learners.</p> <p>School Motto: Know Thy Impact.</p> <p>Wembley Primary School's Mission and Vision is integral to the work that we do and is the foundation of our school community. The school aims to build a culture that demonstrates a strong belief in, and a commitment to, providing a rich and rigorous curriculum within a safe, secure and enriched learning environment for our students. We have a clear focus on catering for the diverse range of students at their point of need. We strive to provide a supportive, nurturing and challenging learning environment, with high expectations of student success.</p> <p>Our school values: Empathy, Inclusion, Resilience and Respect, underpin how members of our school community work in partnership to achieve our School Mission. All of our staff members encourage and support our students to embrace these values, which are introduced within our 'Learning to Learn at Wembley' first 15 days of school program, and form part of their daily school life.</p> <p>Together, our Mission, Motto and Values, shape our daily practices and advance our work as a Professional Learning Community.</p>
School values	<p>The culture at Wembley Primary School is one of collaboration and consultation, underpinned by an unwavering belief in the efficacy of evidence based practise. We believe that we can provide the best experiences and learning outcomes for our students when we employ research driven pedagogies, and in a manner that involves all stakeholders in the process.</p> <p>As a Professional Learning Community (PLC) we create shared norms, both at a contextualised Collaborative Team level, as well as at a Whole School level - these norms guide the way we operate, ensuring that all members of our community demonstrate our values and expectations, as well as engaging a growth mindset regarding the belief that all students are capable of learning at high levels. We take collective responsibility for the outcomes of our students and performance as an organisation, using data and results to determine our efficacy.</p> <p>The Executive Leadership Team prioritise the visibility of our School Strategic Plan (SSP) and yearly goals within our community. Student Free Curriculum Days and whole school professional learning opportunities are tightly aligned with our Annual Implementation Plan key improvement strategies, which enables all community members can remain focused on the critical work and understand why we are undertaking the work.</p>

<p>Context challenges</p>	<p>Wembley Primary School is a co-educational, government primary school located in Yarraville, Victoria. It resides on the land of the Boon Wurrung people of the Kulin Nation.</p> <p>The school caters for students from Prep - Year 6, and at our last census in August 2023, we had an enrolment of 651 students - 337 female and 314 male. 7 of our students are Aboriginal and Torres Strait Islander (1%) and 83 of our students (13%) are enrolled as EAL. We have a growing percentage of students enrolled with a disability as registered on the NCCD. Overall, the school has a low Student family Occupation and Education Index of 0.1586. At present, we have 28 classes, a workforce of staff made up of 50.77 EFT staff - 42.87 EFT teaching staff, and 7.9 EFT of Educational Support Staff.</p> <p>At present the school is undertaking Capital Building Works; In 2021 the school was granted funding for a major capital works program to replace the administrative building with a new two-storey building incorporating administration, five classrooms, art room, science room, food preparation area and staff amenities. Planning commenced in 2021, the planning and design development process ensued in 2022, and construction commenced this year. The capital works are due to be completed in quarter four of 2024.</p> <p>In addition to the disruption that the Covid-19 pandemic brought to our previous School Strategic Plan, the review revealed the following key challenges:</p> <ol style="list-style-type: none"> 1. Changes to workforce in the years immediately preceding the review, impacting the consistency with which evidence based pedagogical practises are being implemented across the school, this includes High Impact Teaching Strategies such as Structuring Lessons, Goal Setting, Feedback and Differentiated Teaching. 2. Variation in teacher understanding of the key features of SWPBS, as well as Universal Tier 1 strategies and how to implement these effectively in the classroom. 3. We are seeing an increase in students registered on the NCCD from 17% in 2020 to 25% in 2024. In order to successfully meet the academic, behavioural and wellbeing needs of our diverse student cohort, teachers are requiring more support and professional learning in order to implement inclusive, differentiated practises and targeted adjustments.
<p>Intent, rationale and focus</p>	<p>Wembley Primary School is committed to providing a high quality learning environment that supports the wellbeing of our students and maximises growth and achievement for all. Over the next four years, we intend to strengthen our practises as a Professional Learning Community (PLC) by transitioning our PLC structures from the DuFours model to the Department of Education (DE) model. We will be focused on ensuring that we have consistent whole school pedagogical practices evidenced throughout every instructional team, at all year levels, and we intend to achieve this by embedding the DE High Impact Teaching Strategies and High Impact Wellbeing Strategies through targeted professional learning opportunities, as well as through instructional coaching. We will continue to take collective responsibility for the outcomes of all of our students, whilst refining our approach to executing and utilising formative assessment, so that our teachers are truly responsive.</p> <p>Over the course of the School Strategic Plan we intend to improve our students' sense of connectedness to school and, through</p>

revitalised goal setting and feedback structures, endeavour to develop a culture where our students are true agentic partners in their learning. We will continue to develop our formative assessment practices to inform quality differentiated teaching and learning, so that all students feel that their point of need is being met and to enhance student engagement in learning.

Student leadership and authentic representation will become a pillar of the Wembley student experience. The launch of student forums, student action teams, and the continued operation of a Junior School Council will support us in creating an environment where students feel confident that their opinions matter and understand that their voices carry weight. Further to this, we intend to continue to embed our School Wide Positive Behaviour Supports and Universal Strategies, as well as embark upon implementing Tier 2 & 3 strategies, so that students have an increased sense of confidence and safety at school, culminating in a well-articulated and developed multi-tiered system of support (MTSS) throughout the school.

Finally, we aspire to strengthen our partnerships with parents and carers, to facilitate their engagement in student learning and to further support improved communication with school staff.

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Goal 1	Maximise learning achievement and growth for every student.
Target 1.1	<p>NAPLAN Proficiency Levels</p> <p>By 2027, increase or maintain the percentage of students in the exceeding Proficiency level of NAPLAN:</p> <ul style="list-style-type: none">● Year 3:<ul style="list-style-type: none">○ Writing from 14% in 2023 to 26%○ Numeracy from 19% in 2023 to 27%○ Reading at 34% in 2023.● Year 5<ul style="list-style-type: none">○ Writing from 20% in 2023 to 28%○ Numeracy from 14% in 2023 to 26%○ Reading at 40% in 2023.
Target 1.2	<p>Victorian Curriculum Teacher Judgement</p> <p>By 2027, increase the percentage of Year 1 to 6 students achieving above expected growth in:</p> <ul style="list-style-type: none">● Reading and viewing from 19% in 2022 to 31%● Writing from 13% in 2022 to 25%● Number and algebra from 17% in 2022 to 29%.

<p>Target 1.3</p>	<p>Victorian Curriculum Teacher Judgement Expected Level</p> <p>By 2027, increase or maintain the percentage of students achieving at and above expected level:</p> <ul style="list-style-type: none"> ● Prep - Year 6: <ul style="list-style-type: none"> ○ Reading and viewing at 96% ○ Writing from 89% to 95% ● Year 4: <ul style="list-style-type: none"> ○ Number and algebra from 88% to 95%.
<p>Target 1.4</p>	<p>School Staff Survey:</p> <p>By 2027, increase the proportion of positive response scores on the School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> ● Academic emphasis from 68% in 2023 to 85% ● Teacher collaboration from 61% in 2023 to 85% ● Knowledge of HITS from 71% in 2023 to 85% ● Professional learning through peer observation from 31% in 2023 to 85%.
<p>Key Improvement Strategy 1.a 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</p>	<p>Embed the Department of Education (DE) Professional Learning Community (PLC) approach to develop consistent high-quality practice across the school.</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum</p>	

<p>and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop staff capacity to effectively leverage formative assessment to inform responsive teaching.</p>
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build staff capacity to deliver quality differentiation to meet the point of need of all students.</p>
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	

<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.d 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</p>	<p>Develop and embed a consistent school-wide pedagogical model that reflects DE recommended instructional practice, High Impact Teaching Strategies (HITS) and High Impact Wellbeing Strategies (HIWS).</p>
<p>Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Goal 2</p>	
<p>Target 2.1</p>	<p>Enhance student wellbeing and inclusion.</p> <p>School Staff Survey:</p> <p>By 2027, increase the proportion of positive response scores on the SSS for the measures of:</p> <ul style="list-style-type: none"> ● Parent and community involvement from 75% in 2023 to 85% ● Trust in students and parents from 66% in 2023 to 76%.

<p>Target 2.2</p>	<p>Attitudes to School Survey:</p> <p>By 2027, increase the proportion of positive response scores on the AToSS for the measures of:</p> <ul style="list-style-type: none"> ● Sense of connectedness from 59% in 2023 to 80% ● Effective classroom behaviour from 56% in 2023 to 80% ● Managing bullying from 50% in 2023 to 70% ● Respect for diversity from 56% in 2023 to 80% ● Sense of inclusion from 75% in 2023 to 83% ● Teacher concern from 55% in 2023 to 80%.
<p>Target 2.3</p>	<p>Parent Opinion Survey:</p> <p>By 2027, increase the proportion of positive response scores on the AToSS for the measures of:</p> <ul style="list-style-type: none"> ● Parent participation and involvement from 73% in 2023 to 81% ● Student motivation and support from 68% in 2023 to 80% ● Teacher communication from 68% in 2023 to 80% ● Not experiencing bullying from 57% in 2023 to 69%.
<p>Key Improvement Strategy 2.a 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</p>	<p>Embed a Multi-Tiered System of Support (MTSS) that improves student learning, engagement and wellbeing.</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to</p>	

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capacity to implement Universal (Tier 1) and targeted Tier 2 and Tier 3 practices to support student learning, engagement and wellbeing.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen partnerships with parents and carers to enhance student learning, engagement and wellbeing.
Key Improvement Strategy 2.c	

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Goal 3</p>	<p>Maximise learning engagement of every student</p>
<p>Target 3.1</p>	<p>School Staff Survey:</p> <p>By 2027, increase the proportion of positive response scores on the School Staff Survey (SSS) for the measures of Promote student ownership of learning from 77% in 2023 to 85%.</p>
<p>Target 3.2</p>	<p>Attitudes to School Survey:</p> <p>By 2027, increase the proportion of positive response scores on the AToSS for the measures of:</p> <ul style="list-style-type: none"> ● Differentiated learning challenge from 70% in 2023 to 80% ● Stimulated learning from 56% in 2023 to 70% ● Motivation and interest from 58% in 2023 to 70% ● Self-regulation and goal setting from 72% in 2023 to 80% ● Sense of confidence from 74% in 2023 to 82% ● Student voice and agency from 47% in 2023 to 70%.
<p>Key Improvement Strategy 3.a 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</p>	<p>Develop and embed a whole school approach that empowers all students to be agentic partners in their learning.</p>

<p>Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 3.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</p>	<p>Develop and embed broader and authentic opportunities for student leadership and representation across the school.</p>
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	