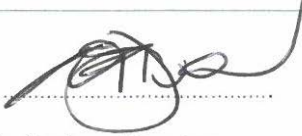
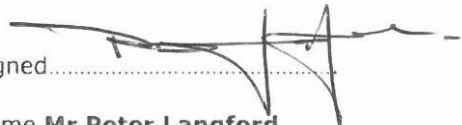



School Strategic Plan for Williamstown Primary School 1183 2016-2019



Endorsements

Endorsement by School Principal	Signed  Name Ms Andrea Duxson Date April 2016
Endorsement by School Council President	Signed  Name Mr Peter Langford Date April 2016 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed  Name... Jeanette Nagorcka Date...29/3/2016.....

School Profile

Purpose	To provide all students with an education to succeed in a complex, changing world. To promote responsible, happy, resilient and socially adept students who exhibit the qualities of successful learners – confident and creative and who will become active and informed citizens.
Values	Values and beliefs strongly influence the decisions we make, our behaviours and procedures, as individuals, as a school and as a community.
Environmental Context	<p>Williamstown Primary School is located in the historic bayside suburb of Williamstown. Established in 1873, the school is one of the oldest in the state and holds historical significance for the community being the first school in the district. Several buildings occupy the site with the bluestone building, completed in 1878, being the most significant. In 2003 a Conservation Management Plan for the whole site was prepared and approved by Heritage Victoria. Three more recently constructed buildings currently house the Library, Art, Music, Physical Education and the administration offices, including staffroom. Most recently, the Red Brick Junior School building, which opened in 1906, was significantly refurbished and this building accommodates five of our seven Prep and Year 1 classes. In addition, a Learning Gallery connecting our more permanent relocatable classrooms has been established as a 5 / 6 learning space. The school grounds are attractive and include several specialised gardens including an Indigenous garden and an Italian garden. We are fortunate to have enough space for active and passive play areas, many of which are shaded by beautiful heritage listed trees. Our play equipment in the general play area is modern and in good condition. This, combined with our school's access to the adjoining local council oval ensures our children are well catered for during break times.</p> <p>The school community is very proud of its past and retains a strong sense of history. Evidence of the school's heritage is represented through photographs, displays and honour boards, prominent about the school. The school is very conscious of its significant role in the community. Many teachers live in the area and several generations of families have attended the school. Williamstown Primary School is one of two state government schools in Williamstown with Williamstown North Primary School located only 1 kilometre down the road and St Mary's Primary School, located directly opposite. Williamstown Primary School is strongly connected to the active Hobsons Bay Network of schools, participating in the Principal Class Network, eLearning network and interschool sports programs. The school also has very close connections with the local secondary schools, Williamstown High and Bayside Secondary College as well as pre-school settings including <i>Robina Scott</i> Kindergarten, <i>The Range</i> Child Care Centre and <i>Kids by the Bay</i> Child Care Centre.</p>

The school population of 546 students is mainly from an English speaking background. Children come from diverse socio-economic backgrounds but the majority are relatively financially comfortable with our Student, Family, Occupation and Education Index (SFOE) being 0.1637. Whilst the school has an enrolment capacity of 600, our student population usually sits around 550-570. Our students are drawn from within the local neighbourhood with many families moving into the area in order to fulfil enrolment requirements and attend the school. Student mobility is relatively low and the school enjoys strong community support and significant parent involvement. Community expectations of the school, its practices and performance, are high.

Staff members are very supportive of each other and the school. We currently have 29.3 equivalent fulltime teachers including two Principal class officers and 7 Education Support Staff of varying time fractions. Whilst the majority of staff has significant teaching experience, in recent years our school has actively supported the graduate teacher program having at least one graduate recruit every year since 2010. This has led to a significant change in the staffing profile of the school necessitating significant induction and mentoring. The leadership of the school is strong with a substantive Principal and Assistant Principal and two Acting Leading teachers who are in their second year of the role. The school aims to appoint substantive Leading Teachers as soon as the School Resource Package (SRP) allows.

The school is organised into two key areas, the Prep / 1 /2, and the 3 – 6 teaching and learning areas. Within these sub-schools, Professional Learning Teams (PLTs) exist at Prep, 1 / 2, 3 / 4 and 5 /6 levels. An Acting Leading Teacher leads each sub-school. A team leader supports this work, having more of a technical and administrative focus to their role. Leading Teachers and Team Leaders work closely with the principal team. Classes are organised on a multi-age basis from Year 3 to 6 and straight year level classes exist for students in Prep, Year 1 and Year 2. The school has a policy of small class sizes with a maximum of 22 students wherever possible in Prep -2 and a maximum of 28 students in all other grades. Whilst a seven-day rotating timetable has been in place for most of the SSP, the school timetable has recently reverted to a five day timetable. It is both challenging and complex to accommodate the specialist learning programs in place, as well as the necessary planning time for staff, yet we find it provides students with a sense of predictability and greater continuity of program. The school maintains a solid commitment to the development of strong values and positive social skills through its vision and purpose statement and the *Willy Kids Are Friendly Kids* program. We aim to promote a happy, friendly and resilient outlook in all students, a sense of community and achievement. The values reflected in the program are an essential part of the school's vision and purpose and underpin its approach to all areas from parent participation to curriculum delivery.

**Service Standards
(optional)**

- Williamstown Primary School commits to a set of values and beliefs which underpin all processes and practices across all areas of the school.
- Our school ensures an inclusive culture where high expectations are set for all members of the our Professional Learning Community including staff, students and families so as to provide all students with the best educational opportunities, supporting them to achieve optimum learning outcomes across all curriculum areas.
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's Strategic Plan and the transparency of our practice and performance.
- The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
- Our school provides a safe, stimulating and nurturing learning environment based on the principles of respect to ensure all students can achieve their full individual potential.
- The school ensures every student has access to a guaranteed and viable curriculum that is balanced, rich and includes competencies and capabilities for learning and life.
- The learning community at Williamstown promotes a growth mindset, instilling a "we can" attitude in all.
- All students are supported through the provision of a differentiated curriculum so that each individual's academic, physical, social and emotional needs are met.
- The school enacts a number of accountability controls including the monitoring of curriculum provision, a collaborative yet rigorous professional learning and performance development process, and regular analysis of school data in particular, student achievement. A key area of focus is on ensuring the capacity of effective instructional practitioners is developed and strengthened.

Strategic Direction

<h2>Achievement</h2>	<h2>Key improvement strategies</h2>
<p>Goals / Theory of action</p> <p>The majority of the students at WPS come from relatively advantaged backgrounds. It is therefore appropriate that there is a strong focus on high expectations and a challenging learning in order to accelerate learning for students. If there is a whole school approach to curriculum, instruction and assessment and it is closely and consistently monitored, then student learning growth and achievement will improve across the school.</p> <p>Goal To improve the learning growth in literacy and numeracy for every student.</p>	<p><u>Build a guaranteed and viable curriculum.</u></p> <ul style="list-style-type: none"> • Identify the essential learning/proficiency standards in writing, numeracy and inquiry/ science/LOTE. • Document the curriculum at WPS in line with the new F-10 curriculum in Victoria. • Commit to a whole-school assessment in the essential learnings across curriculum areas; • Address alternative intervention processes for Literacy in Years 1-6. <p><u>Adopt a whole –school approach to instruction.</u></p> <ul style="list-style-type: none"> • Document and Implement research-based instructional model for Literacy, Numeracy and eLearning. • Provide opportunities for specific school-based professional learning. • Develop a strategic approach to self and peer-observation for professional learning.
<p>Targets</p> <p>During the period of the SSP (2016 – 2019) we aim to ensure:</p> <ul style="list-style-type: none"> • Learning growth of more than 1 year annually in literacy and numeracy for every student deemed capable (ie. minimum 1.25 years growth annually, or five years growth in four years) • The percentage of students achieving results in the top three bands to increase by 10%. • The percentage of students achieving high growth to increase to at least 30%, and the percentage of students achieving low growth to decrease to 15% or below on NAPLAN relative growth assessments in Reading, Writing and Number. • Williamstown Primary School to achieve comparable results to schools of a similar SFO. 	<p><u>Implement a whole –school approach to data and evidence.</u></p> <ul style="list-style-type: none"> • Implement COMPASS across the school- include formative and summative assessment, growth data • Ensure a whole-school approach to assessment and teacher judgements using evidence, greater consistency between teacher judgements and NAPLAN

Actions		Success criteria
Year 1 2016	<ul style="list-style-type: none"> Utilize the new F-10 curriculum for all planning (auditing units of work) Writing- Establishing a whole school writing program – VCOP / 7 Steps Essential learnings in numeracy (number) and writing. LLI –set-up; implementation in Year 1 and Year 3 Science – establish learning space for specific units of study; audit the curriculum; celebrate science week 	<ul style="list-style-type: none"> Unit planners will make reference to new F-10 curriculum. A consistent approach to Writing will be evident across p-6 through unit planners and reference the Whole school Writing Scope and Sequence document. Whole school assessment tasks will link with F-10 curriculum Whole school Writing Assessment linked to Scope and Sequence Teacher knowledge and confidence to make accurate judgements about learning outcomes will improve. Essential Learnings will be reflected in Numeracy planners and Writing planners A nominated group of students will participate in the LLI program A bookable learning space will be established for Science. Data sets will be displayed on COMPASS according to the whole school assessment schedule. All teachers using student performance data to inform their teaching. Peer observations will increasingly become a more evident strategy for PL in P&D plans. Team goals will be developed for writing (3-6) or eLearning (Prep-2) will be developed and reflected in all PDPs Whole school curriculum day will promote greater interest in science teaching.
Year 2	<ul style="list-style-type: none"> Full implementation of whole school approach to Writing Science – begin to implement a whole school science program, documenting the essential learnings and instructional model (5 Es) Investigate a framework for the integrated curriculum (e.g. MAPPEN or other) Implementation of common assessment in Reading for Years 3 – 6, using Levelled Literacy benchmarking kit LLI –full implementation for students in in Year 1 – 3 / 4. 	
Year 3	<ul style="list-style-type: none"> Fountas and Pinnell <i>Levelled Literacy benchmarking kit</i> used for reading assessment across the school Science – Full implementation of whole school science program, documenting the essential learnings and instructional model (5 Es) Review Inquiry units of study across P-6 Investigate MAPPEN or other as a framework for the integrated curriculum LLI –set-up; implementation in Year 34 Embed and review all of the above strategies. 	

Year 4	<ul style="list-style-type: none"> • Ensure successful implementation of all of the above strategies • Participate in school review 	
Engagement		Key improvement strategies
Goals / Theory of action <p>When teachers have high expectations and students have a degree of control and ownership of learning that is authentic, has high relevance and is challenging, then student learning, confidence and engagement will be enhanced.</p> <p>The panel therefore agreed that the goal in student engagement over the next review period would focus on student awareness and ownership of their learning.</p> <p><u>Goal</u> To improve student awareness and ownership of their learning in an environment of high expectations and challenge.</p>		<u>Build the PLT's across the school.</u> <ul style="list-style-type: none"> • Build the school-based PLT's on the research of 4 key questions (DuFour's) and focus on literacy and numeracy. • Ensure the use of data and evidence, pre and post assessment to track learning on a regular basis and design appropriately challenging learning tasks. • Build the level of cognitive demand required by students in every learning task through an improved knowledge and application of questioning techniques by all teachers. • Develop a strategic approach to peer and self-observation, modelling and mentoring to improve instructional practice. • Develop a whole school approach to feedback for students and teachers. • Ensure collaboration, collective responsibility and knowing the learning and achievement of every student. • Ensure protected time for PLT's. • Continue to support the development of every teacher's capacity to effectively use ICT in the classroom
Targets During the period of the SSP (2016 – 2019) we aim to ensure: <ul style="list-style-type: none"> • Improved performance measures as indicated in the <i>Attitudes to School Survey</i> (Teaching and Learning 5/6) mean scores: <ul style="list-style-type: none"> ○ Learning Confidence 4.1(2015) 4.5 (2019) ○ School Connectedness 4.7(2015) to 5 (2019) ○ Stimulated Learning 4 (2015) to 4.5 (2019) ○ Student Motivation 4.4 (2015) to 5 (2019) • A 10% increase in the number of students achieving above expected levels in F-10 curriculum personal learning capability. • Performance measures as indicated in the <i>School Staff survey</i> school climate: 		<u>Provide Opportunities for all students to develop with leadership capacity</u> <ul style="list-style-type: none"> • Implement a <u>Learning to Learn; Learning to Be</u> Whole school unit of work at the beginning of each year focussing on relationships, growth mindset, self-awareness, leadership and collective responsibility. •

<ul style="list-style-type: none"> ○ Improve collective efficacy 88.3% (2015) to 90% (2019) ○ Improve collective focus on student learning 84% (2015) to 90% (2019) ○ Guaranteed and viable curriculum 75.9% (2015) to 85 (2019) ○ Maintain collective responsibility (2015) 90.7% ● Increase performance measure of Teacher Collaboration from 68.1% (2015) to 75% (2019) ● Increase performance measure of Shielding and Buffering from 72.8% (2015) to 80% (2019) ● Increased Student attendance levels so that WPS exceeds the state averages. 		
Actions		Success criteria
Year 1	<ul style="list-style-type: none"> ● Begin to investigate the level of cognitive demand required of students during whole class focus times. ● Introduce the Challenge Chart as a measure of student perception around cognitive demand; ● Commence professional self-reflection and classroom observations around questioning techniques used in the classroom. ● Build the students' understanding of whole school learning strategies /language e.g. 5L's of Listening, 5 star work, Willy Kids, challenge chart ● Implement a L2L;L2B whole school unit – establishing relationships, knowledge of learners' strengths and styles, classroom dynamics, growth mindset factors ● P&D plans to support collegiate and collaborative investigations into feedback and questioning. 	<ul style="list-style-type: none"> ● All teachers will regularly engage in discussions related to student learning and assessment moderation ● Learning Intervention and extension program plans ● ILPs developed for students deemed 12 months above and 12 months below the largest group of their peers. ● Common language and practice is evident through each PLT / sub-school. ● Opportunities provided for teachers to observe or demonstrate teaching practice and to provide or receive feedback within the school setting. ● The application of individual teachers' feedback will lead to improvement in student engagement and learning and improved teacher instructional practice
Year 2	<ul style="list-style-type: none"> ● Build the level of cognitive demand required of students during all learning programs. ● Evaluate, review and implement the L2L;L2B whole 	

	<p>school unit – establishing relationships, knowledge of learners’ strengths and styles, classroom dynamics, growth mindset factors</p> <ul style="list-style-type: none"> • Continue professional self-reflection and build upon classroom observations of practice. • P&D plans to support collegiate and collaborative investigations into high yield teaching strategies for improved student learning. • Build students’ capacity to peer assess using pre-determined success criteria. • Develop greater opportunity for student participation in setting learning goals and reporting their learning with parents. • Collegiate feedback and evidenced based research will be embedded further into the P&D plans of teachers. 	
<p>Year 3</p>	<ul style="list-style-type: none"> • Review and evaluate the L2L;L2B whole school unit – establishing relationships, knowledge of learners’ strengths and styles, classroom dynamics, growth mindset factors • Strengthen student participation in setting learning goals and reporting their learning with parents. • Embed and review all of the above strategies. 	
<p>Year 4</p>	<ul style="list-style-type: none"> • Ensure successful implementation of all of the above strategies • Participate in school review 	
<p>Wellbeing</p>		<p>Key improvement strategies</p>
<p>Goals / Theory of action</p> <p>When strong relationships between all members of the school community are genuinely established, including strong partnerships with parents, and specific needs are addressed then student learning, resilience, and wellbeing will be enhanced.</p> <p>The panel therefore agreed that the goal in student wellbeing over the</p>		<p><u>Build the home - school relationship.</u></p> <ul style="list-style-type: none"> • Include parent support and learning programs – build knowledge and transparency. • Expand the use of ICT –COMPASS -in communication and home/school connections and partnerships. • Include reporting.

<p>next review period would focus on ensuring the wellbeing of every student.</p> <p>Goal To ensure continued high levels of wellbeing for every student.</p>		<ul style="list-style-type: none"> • Investigate the needs of working families. • Investigate the support of families / travel and student absence. <p><u>Ensure a whole – school approach to the wellbeing of every student.</u></p> <ul style="list-style-type: none"> • Audit the WKFK approach against the research based positive behavior support (PBS) approach. • Build the partnership with Early Life Foundations. • Build student leadership, the buddy program and PALS.
<p>Targets During the period of the SSP (2016 – 2019) we aim to strive for:</p> <ul style="list-style-type: none"> • Improved performance measures as indicated in the <i>Attitudes to School Survey</i> so that mean scores are maintained in student distress at 6.0 and above and student morale (5.74) is increased to 6 and above. • Improved performance measures as indicated in the <i>Parent Opinion survey</i> so that mean scores for approachability, parent input, student safety, connectedness to peers and social skills are maintained or increased to 6 and above. • Improved performance measures as indicated in the <i>School Staff survey</i> school climate factors including collective responsibility 90.7% (2015) maintained and improve collective focus on student learning from 84.3 (2015) to 90% and above. 		
Actions		Success criteria
Year 1	<ul style="list-style-type: none"> • Play pod establishment • Use of COMPASS for increased parent communication • Reintroduce Curriculum Information evenings Term 1 • Attendance – celebration of students who are at school every day • Trial uploading of writing sample to COMPASS with student self-assessment (VCOP Criterion scale) (A&R team, June, Nov) 	<ul style="list-style-type: none"> • Parents will access student reports online, Student –learning conferences will be organised online, • The playground will provide another type of play opportunity for kids, building creativity and curiosity • Students will build their capacity for leadership as evidenced through their willingness to aspire to leadership roles, accepts learning and social challenges. • Maintenance or improvement in parent and student awareness of common language around Willy Kids and eSmart.
Year 2	<ul style="list-style-type: none"> • WKFK – populate the website with detail of this program; review blurbs and learning tasks; iTunes 	<ul style="list-style-type: none"> •

	<p>U course developed for teachers and students to strengthen links bw WKFK and eSmart</p> <ul style="list-style-type: none"> • Parents to access student learning tasks on the COMPASS portal (learning journal) • Writing samples uploaded to COMPASS, June & Dec 	
Year 3	<ul style="list-style-type: none"> • Extend Parents to access student learning tasks on the COMPASS portal (learning journal) • Parents to access student learning tasks on the COMPASS portal (learning journal) <p>Writing and Numeracy sample uploaded to COMPASS, June & Dec</p> <ul style="list-style-type: none"> • Embed and review all of the above strategies. 	
Year 4	<ul style="list-style-type: none"> • Ensure successful implementation of all of the above strategies • Participate in school review 	
Productivity		Key improvement strategies
<p>Goals / Theory of action (optional)</p> <p>If the school builds and uses its tangible and intangible human resources to the best possible effect with the best possible combination, then student learning outcomes will be enhanced.</p> <p>The panel therefore agreed that the goal in productivity over the next review period would focus on the effective and strategic allocation of resources.</p> <p>Goal</p> <p>To ensure that all resources are effectively allocated in order to achieve the goals and targets in all areas of the strategic plan.</p>		<p><u>Build teacher leadership across the school.</u></p> <ul style="list-style-type: none"> • Leadership team development. • Middle level leaders. • Emphasis on coaching and action research. <p><u>Build the capacity of every teacher.</u></p> <ul style="list-style-type: none"> • Ensure challenging goals and an effective feedback model for all teachers and staff. • Include professional learning in all areas of the curriculum, instruction and assessment. • Include ES staff • Include induction of new staff and mentoring of graduate teachers • Include e-learning and expectations for all. • Provide opportunities for peer and self-reflection.
<p>Targets</p> <p>During the period of the SSP (2016 – 2019) we aim to:</p> <ul style="list-style-type: none"> • Improve the following variables in the <i>School Staff Survey Professional Learning</i> (Whole School) <ul style="list-style-type: none"> ○ Collective participation 75% (2014) improve to 80% 		Strategically engage the parent community by ensuring regular

<p>(2019)</p> <ul style="list-style-type: none"> o Renewal of knowledge and skills 75% (2014) improve to 85% (2019) • Improve the following variables in the Parent Opinion Survey Scores: <ul style="list-style-type: none"> o Approachability 20.4% (2015) to 40% (2019) o General Satisfaction 38.6 (2015) to 50% (2019) o School improvement 22.2 (2015) to 40% (2019) 	<p>communication through various means – FB, TIOBIZ, staff email, assembly, website, school council, FOW</p>	
<p>Actions</p>	<p>Success criteria</p>	
<p>Year 1 2016</p>	<ul style="list-style-type: none"> • Appointment of Acting LTs – one per sub-school to oversee SSP implementation • Establishment of Curriculum Focus groups – allocation of responsibilities for implementation of SSP priorities (4 year plan) • P&D plans – build in strategies for self-reflection, classroom observations and implementation of strategies for gaining and giving Feedback to students. • Induction of new staff and mentoring of graduate teachers; • Communication: upgrade of website (mobile friendly); • Initiate a whole school Professional Learning program dedicated to Writing, Numeracy and Science • Explore STEM program and grants • COMPASS rollout 2017-2019; commencement of parent access e.g. to teacher email, bookings of conferences, attendance data, 	<ul style="list-style-type: none"> • Clear line of sight between SSP, AIP, PL and staff PDPs which can be articulated by staff and school council • Strategic approach to provision of Professional Learning. • Improved staff understanding about professional learning and how it fits with school culture and student learning at WPS • Engagement in regular monitoring and reflection on AIP with leaders, whole staff and school council • School's program budget process and workforce planning reflects alignment with SSP priority areas. • Active use of Compass by staff and parents by 2019.
<p>Year 2</p>	<ul style="list-style-type: none"> • Investigate ongoing appointment of substantive Leading teachers. • Evaluate Induction program and review for implementation to new staff and mentoring of 	

	<p>graduate teachers</p> <ul style="list-style-type: none"> • Continue implementation of a whole school Professional Learning program dedicated to Numeracy, Science and Inquiry Learning • Continue the work of Curriculum Focus groups • Investigate further implementation of COMPASS rollout, parent access to into Learning tasks and student assessment • Survey community with regard to specialist provision across the school and the teaching of a science specialist curriculum program • Establish a Science Curriculum Focus Group to support the implementation of a science specialist curriculum program 	
Year 3	<ul style="list-style-type: none"> • Continue the work of Curriculum Focus groups • Implementation of science across whole school • Continue to design a professional learning program that supports the learning growth of all staff in line with SSP priorities. • Embed and review all of the above strategies. 	
Year 4	<ul style="list-style-type: none"> • Ensure successful implementation of all of the above strategies • Participate in school review 	