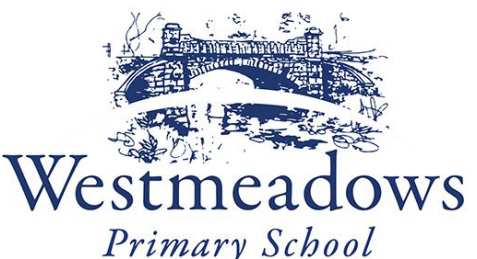




0982 Westmeadows Primary School Strategic Plan 2017-2020

Endorsement	Principal:	Jane Donaldson	20.11.17	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
	School council:	Peter Loukas	20.11.17[name].....[date][name].....[date]
	Delegate of the Secretary:	Jonathan Lowe	24.11.17[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Together, building a bridge to your future.</p>  <p>Westmeadows Primary School has a long and rich history of building a strong bridge to each child's future. The school members of our community, past and present, are connected honouring unique partnerships between students, families and staff. We are located in the heart of Westmeadows creating a country town feel whilst being equipped with modern resources. At Westmeadows Primary School, we are proud of each child and strive to celebrate and develop each of their individual qualities and their ongoing growth and success. Our school embraces diversity, incorporating our student's interests into the classroom, catering to their learning needs. Through targeted teaching and learning, strong guidance from the Victorian Curriculum and school values, staff are committed to forever learning alongside our students. At Westmeadows Primary School, memories are created that last a lifetime.</p>	<p>Westmeadows Primary school embraces traditional values, and provides positive educational experiences that will help each student develop a love for learning, and a desire to achieve their personal best.</p> <p>Our School Values are:</p> <ul style="list-style-type: none"> Care and Compassion Cooperation Respect Responsibility Honesty <p>The Habits of Mind are used throughout the school to promote problem solving, strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of the 16 Habits of Mind serve to provide our students with the skills to work through real life situations with thought and strategy.</p> 	<p>Context:</p> <p>Westmeadows Primary School is located in an established residential area on the north-west fringe of Melbourne, approximately 16 kilometres from the city centre. The school facilities include sixteen permanent classrooms, a Library, Sports Centre with a full size gymnasium, art room, music room, conference room and Out of School Care facility. The playground has areas for both active and quiet pastimes, including adventure playgrounds, shaded areas and synthetic grass areas and vegetable gardens.</p> <p>The school has an enrolment ceiling, with student enrolments stable at around 450 students and student attendance above the State Level. The 2017 staffing profile consists of a Principal, Assistant Principal, two Leading Teacher, the equivalent of 19 full time classroom teachers and the equivalent of 4 full time specialists teachers. There are also 14 support staff who work in a range of administrative, classroom and student wellbeing support roles.</p> <p>The school curriculum is based on the Victorian Curriculum framework. Programs include all key learning areas with additional specialist classes in Physical Education, Visual Arts, Performing Arts and LOTE (Italian). Intervention programs are provided to students who require additional learning support.</p> <p>Westmeadows Primary School also offers additional programs such as Interschool Sport, swimming, camp, lunchtime activities, student leadership opportunities and tailored transition programs.</p> <p>Challenges:</p> <p>If the school enrolments increase to the ceiling, this will impact on class sizes and facilities, in particular the availability of teaching spaces and specialists. NAPLAN trend data at both Year 3 and Year 5 is either plateauing or declining across all areas.. NAPLAN Growth from Year 3 to Year 5 is inconsistent between subject areas. The school has an SFO (Student Family Occupation) of 0.54 which impacts the amount of equity funding received. The introduction of a new planning model in 2018. Transition of experienced staff to graduate staff.</p>	<p>Intent: To develop a high functioning and positive learning community.</p> <p>Rationale: Schools which have clear and consistent structures ensure everyone is primed to deliver on the visions and goals of the school.</p> <p>Focus: Professional Leadership</p> <p>Intent: Students are empowered in their learning</p> <p>Rationale: Students who are confident lifelong learners are successful citizens</p> <p>Focus: Positive Climate for Learning</p> <p>Intent: Improve the Literacy and Numeracy outcomes for all students</p> <p>Rationale: If the school builds a culture of high expectations and ensures agreed instructional practice and differentiation of learning to a student's point of need, then students will be empowered and challenged to achieve high learning growth.</p> <p>Focus: Excellence in Teaching and Learning</p> 

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)
To develop a high functioning and positive learning community.	Professional Leadership <ul style="list-style-type: none"> Building Leadership Teams Instructional and shared Leadership Strategic Resource Management Vision, Values and Culture 	<p>Strategic management of resources aligns practices to the school's stated vision and goals.</p> <ul style="list-style-type: none"> Implement the Organisational Design Guide for School Leaders: <ul style="list-style-type: none"> Build teacher capacity using a strengthened Performance and Development process as a driver. Develop and implement clear organisational and leadership structures, including role statements and expectations for all members of staff (teaching staff, admin staff, ES staff). Build leadership capacity by creating a culture of empowerment, responsibility and opportunities for growth. <p>Embed a culture of Professional Learning Communities guided by our participation in the Professional Learning Communities Initiative.</p> <p>Develop and embed the school vision with all stakeholders which is strongly exhibited in everyday practices of the whole school community.</p> <p>To develop a rigorous process of review and shared accountability for school improvement.</p>	School Staff Survey <i>School Climate</i> Whole School endorsement increase from 70.7 to 75.0% Prin/Teacher endorsement increase from 79% to 85% <i>School Leadership</i> Whole School endorsement increase from 62.8 to 70.0% Prin/Teacher endorsement increase from 75% to 85% <i>School Staff Safety and Well being</i> Whole School endorsement increase from 55.7% to 70.0% Prin/Teacher endorsement increase from 70.8% to 80% <i>Professional Learning</i> Whole School endorsement increase from 69.2% to 70.0% Prin/Teacher endorsement increase from 80.7% to 87% <i>Teaching and Learning – Practice Improvement</i> Prin/Teacher endorsement to be maintained or increased to over 70% in each component. <i>Teaching and Learning – Practice Improvement</i> Prin/Teacher endorsement to be maintained or increased to over 85% in each component. <i>Teaching and Learning – Implementation</i> Prin/Teacher endorsement to be maintained or increased to over 75% in each component. <i>Teaching and Learning – Evaluation</i> Prin/Teacher endorsement to be maintained or increased to over 75% in each component. School Performance Report 2017: Move from Transform to Influence Increase from 74% to above 80% positive endorsement in academic emphasis Increase change result from -1% to more than 1% Move from Renew to Influence Increase from 79% to above 85% positive endorsement in collective efficacy Increase change result from 0% to more than 1%
Students are empowered in their learning.	Positive Climate for Learning <ul style="list-style-type: none"> Empowering Students and Building School Pride. Setting Expectations and Promoting inclusion 	<p>Teachers empower students to set high expectations for themselves and their peers through the implementation of the High Impact Teaching Strategies and Habits of Mind.</p> <p>Students are given the opportunity to design or discuss relevant school programs and policies.</p> <p>Provide students with access to a range of leadership roles and forums which builds their capacity across the school and wider community.</p>	School Performance Report 2017: Move from Stretch to Influence Increase from 79% to above 85% positive endorsement in Stimulated Learning Increase change result from 3% to above 4% Maintain Influence Increase from 89% to above 90% positive endorsement in Learning confidence Increase change result from 3% to above 4% Maintain Influence Increase from 86% to above 90% positive endorsement in Student Safety Increase change result from 1% to above 4%
Improve the Literacy and Numeracy learning outcomes for all students.	Excellence In Teaching and Learning <ul style="list-style-type: none"> Curriculum Planning and Assessment Evidenced Based High Impact Strategies. Building Practice Excellence Evaluate Impact on Learning 	<p>Development of a whole school professional learning plan to build teacher knowledge and practice in Literacy and Numeracy.</p> <p>The school fosters an environment that values collaboration, trust, risk taking, self-assessment and feedback.</p> <p>Document a whole-school instructional model and program for the teaching of Literacy and Numeracy</p> <p>Effective use of assessment data and feedback to evaluate students' program, monitor the impact of teaching and adjust learning programs</p>	NAPLAN relative growth from Year 3 to Year 5 Increase the percentage of students in the medium to high category of relative growth in Numeracy from 64.7% to 80% or more Increase the percentage of students in the medium to high category of relative growth in Reading from 60.4% to 80% or more Increase the percentage of students in the medium to high category of relative growth in Writing from 71.7% to 80% or more NAPLAN relative growth from Year 5 to Year 7 Increase the percentage of students in the medium to high category of relative growth in Numeracy from 79% to 80% or more Increase the percentage of students in the medium to high category of relative growth in Reading from 78% to 80% or more Increase the percentage of students in the medium to high category of relative growth in Writing from 72% to 80% or more Year 3 Increase percentage of students in the top two bands in Numeracy from 31% to 45% Increase percentage of students in the top two bands in Reading from 43.1% to 55% Increase percentage of student in the top two bands in Writing from 48.2% to 55% Year 5 Increase percentage of students in the top two bands in Numeracy from 18.3% to 30% Increase percentage of students in the top two bands in Reading from 32.3% to 40% Increase percentage of student in the top two bands in Writing from 10.2% to 20%