

# School Strategic Plan 2020-2024

Wedge Park Primary School (5206)



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# School Strategic Plan - 2020-2024

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<p><b>School vision</b></p>	<p>As a school community, we create an environment where every student matters and every moment counts.</p> <p>We aim to:</p> <ul style="list-style-type: none"> <li>- Ensure high quality teaching through professional learning, feedback, teamwork, collegiate support and communication.</li> <li>- Respect and develop the unique and individual strengths, talents and needs of every child through fostering a positive growth mind set.</li> <li>- Develop every students Literacy, Numeracy and 21st century skills to enable students to be successful in a changing world.</li> <li>- Promote a positive working and learning environment where contributions are recognised and celebrated.</li> <li>- Welcome community involvement through an open, supportive and consultative environment where contributions are valued.</li> <li>- Create an environment where everyone is encouraged to strive for excellence in an atmosphere of confidence, safety, enjoyment and active participation.</li> <li>- Challenge students to grow academically, socially, emotionally, physically and creatively to their full potential whilst demonstrating the core values of the school: Responsible, Respectful, Learners</li> </ul>
<p><b>School values</b></p>	<p>Every student matters, every moment counts</p> <p>We are Responsible We are Respectful We are Learners</p>
<p><b>Context challenges</b></p>	<p>Wedge Park Primary School is situated in West Melton and has a current student population of 920 students. The Student Family Occupation (SFO) density 0.6466, and caters for students from diverse family groups. We adhere to a strict enrolment boundary. Several new developing housing estates west of the school contribute to our growing numbers. We pride ourselves on being a well-organised and well-managed school that is strategic in its thinking, planning and implementation of curriculum programs. The school has a straight grade structure comprising of the following workforce composition: 4 Principal Class, 7 Leading Teachers/Learning Specialists (Teaching and Learning Coaches), 47 Classroom teachers and 20 Education Support (ES) staff.</p> <p>Professional Learning Teams have been established at all levels with recent changes strengthening the teaching and learning programs. Staff are further developing in the use of evidence and data to inform planning for student learning. Teachers have raised expectations of student learning and continue to target the students who require additional learning support and extension.</p> <p>Specific curriculum area instructional models have been a focus, with the introduction of:</p>

	<ul style="list-style-type: none"> <li>- Reading Instructional model</li> <li>- Problem Solving Instructional model</li> <li>- Mathematics Instructional models</li> <li>- Writers Workshop Instructional model</li> </ul> <p>The school implements a School Wide Positive Behaviour Support Framework (SWPBS) as a means to improve consistency of behaviour management and acknowledgement across the school. Our Social and Emotional Learning (SEL) program is supported by the Resilience, Rights and Respectful Relationships curriculum.</p> <p>Our school's key challenges are:</p> <ul style="list-style-type: none"> <li>- maintaining consistency between all 40+ classrooms to ensure our guaranteed and viable curriculum and instructional practices are embedded.</li> <li>- extending high ability students</li> <li>- ensuring student voice and agency is embedded in all classrooms throughout the school</li> </ul> <p>There is a school wide belief, commitment and support to increase teacher capacity through the work of Professional Learning Teams, peer observations, strengthening data literacy, tracking student progress and coaching to support consistent high-quality program delivery. This support focuses on drawing upon current research to implement a shared pedagogical approach and agreed upon process that have been informed by evidence-based teaching strategies.</p> <p>At Wedge Park Primary School, we have a clear focus on the development of students' literacy (reading, writing, speaking and listening) and numeracy skills. We see these as the foundations for continued learning, and as such need students to become proficient with these skills as they progress through their education. Students starting at Wedge Park initial Prep assessments indicates that our school has a medium/high proportion of students entering school with low literacy and numeracy skills. Our current performance shows that when comparing student performance in NAPLAN that in Year 3, students have progressed well through the foundational years, with good performance against the state, similar school and network performance. Whilst performance is still good at Year 5, the proportion of students achieving well beyond the level has reduced. A challenge that emanated through the review was the opportunities for students to have greater voice and agency in their learning and across the school. The school is committed to furthering this work through the next strategic plan.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Intent:</p> <p>Wedge Park Primary School has the continued focus on the key understandings in Literacy and Numeracy. Reading, Writing and Mathematics are our key focus areas to ensure that students have all the foundation skills required to enable them to be successful in a changing world. We aim to ensure that all students are Literate and Numerate and have a passion towards their learning.</p> <p>Rationale:</p>

Our ongoing focus on Literacy and Numeracy is important as it ensures students have the basic and foundational skills which they can then apply to learning in all areas. It is important that we provide students with the skills, strategies and understanding they need to be successful in all curriculum areas, and the focus on Literacy and Numeracy will allow them to do so.

Focus:

We continue to prioritise the teaching of Reading, Writing and Mathematics, and ensuring we have high quality instructional models which underpin all lessons, and are then enhanced by the use of high quality teaching practices within.

Over the next 4 years, we will prioritise:

Reading and Writing, with a focus on:

- Building teacher capacity in the implantation of Reading and Writing instructional practices
- Enhancing differentiation to ensure all student learning needs are addressed
- Building teacher capacity in curriculum knowledge

Mathematics, with a focus on:

- Building teacher capacity in the implantation of Mathematics instructional practices
- Enhancing differentiation to ensure all student learning needs are addressed
- Building teacher capacity in curriculum knowledge

Student Engagement, voice and agency, with a focus on:

- Defining, developing and implementing what student voice and agency looks like in classrooms
- Developing a student leadership presence
- Engaging students in the learning process
- Further consolidation of School Wide Positive Behaviour Support program.

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<b>Goal 1</b>	To improve student learning outcomes in Reading and Writing
<b>Target 1.1</b>	By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase: <ul style="list-style-type: none"><li>• in Reading from 26 per cent (2019) to 32 per cent</li><li>• in Writing from 10 per cent (2019) to 16 per cent</li></ul>
<b>Target 1.2</b>	By 2024, the percentage of Years F–6 students assessed against the Victorian Curriculum Levels F-10 as being at or above the age expected level will increase: <ul style="list-style-type: none"><li>• in Reading from 86 per cent (2019) to 90 per cent</li><li>• in Writing from 78 per cent (2019) to 82 per cent</li></ul>
<b>Target 1.3</b>	By 2024, the percentage of Year 5 students assessed as above NAPLAN benchmark growth will increase: <ul style="list-style-type: none"><li>• in Reading from 28 per cent (2019) to 32 per cent</li><li>• in Writing from 19 per cent (2019) to 24 per cent</li></ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build teacher capacity in the implementation of Reading and Writing instructional practices.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Enhance differentiation to address the full range of student learning needs in Reading and Writing.

<b>Key Improvement Strategy 1.c</b> Building practice excellence	Build teacher capacity in their knowledge of the curriculum and the developmental sequence of learning.
<b>Goal 2</b>	To improve student learning outcomes in Mathematics
<b>Target 2.1</b>	By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands in Numeracy will increase from 15 per cent (2019) to 20 per cent.
<b>Target 2.2</b>	By 2024, the percentage of Years F-6 students assessed against the Victorian Curriculum Levels F-10 as being at or above the age expected level in Number and Algebra will increase from 79 per cent (2019) to 90 per cent.
<b>Target 2.3</b>	By 2024, the percentage of Year 5 students assessed at above NAPLAN benchmark growth in Numeracy will increase from 18 per cent (2019) to 22 per cent
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build teacher capacity in the implementation of Mathematical instructional practices.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Enhance differentiation to address the full range of student learning needs in Mathematics.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Build teacher capacity in their knowledge of the curriculum and the developmental sequence of learning.
<b>Goal 3</b>	To improve student engagement, voice and agency

<b>Target 3.1</b>	<p>By 2024, the percentage of Years 4–6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> <li>• in the Social Engagement domain <ul style="list-style-type: none"> <li>○ Student voice and agency from 71 per cent (2019) to 75 per cent</li> <li>○ School connectedness from 77 per cent (2019) to 82 per cent</li> </ul> </li> </ul>
<b>Target 3.2</b>	<p>By 2024, the percentage of Years 4–6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> <li>• in the Learning Characteristics and Disposition domain <ul style="list-style-type: none"> <li>○ Learning confidence from 77 per cent (2019) to 82 per cent</li> <li>○ Self-regulation and goal setting from 83 per cent (2019) to 87 per cent</li> </ul> </li> </ul>
<b>Target 3.3</b>	<p>By 2024, the percentage of Years 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> <li>• in the Effective Teaching Practice for Cognitive Engagement domain <ul style="list-style-type: none"> <li>○ Stimulated learning from 81 per cent (2019) to 85 per cent</li> </ul> </li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Define, develop and implement what student voice and agency looks like in the classrooms.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Develop student leadership presence through a focus on student representative council and building student leadership.

<b>Key Improvement Strategy 3.c</b> Setting expectations and promoting inclusion	Engage students in the learning process, through ongoing input and feedback.
<b>Key Improvement Strategy 3.d</b> Health and wellbeing	Further consolidate the School Wide Positive Behaviour Support Program.