

School Strategic Plan 2024-2028

Winchelsea Primary School (2015)



Submitted for review by Nicholas Keating (School Principal) on 05 June, 2024 at 08:49 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 17 June, 2024 at 02:29 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2024-2028

Winchelsea Primary School (2015)

School vision	The school's vision is to provide high quality academic and wellbeing outcomes for the children in Winchelsea and surrounding areas, as well as providing a central community meeting place for young people, their families and community members.
School values	<p>Strong academic and wellbeing outcomes remain at the centre of decision making at WPS. The school utilises evidence-based and contemporary practices, interrogates data to drive further improvement and harnesses the collective expertise of families and the community to provide the best learning program possible.</p> <p>For students, the values that will be central to this strategic plan remain the same - Learn well, be safe, be kind and respect your school.</p> <p>For educators, the values that drive their work are clear - be relentless in the pursuit of continual improvement, use data sets and the evidence base to drive decision making, assume best intentions always and work as a network to improve outcomes.</p>
Context challenges	<p>The school's key challenges have been clearly articulated throughout the school's review - to re-connect with the community and families, and to lift academic outcomes in literacy and numeracy.</p> <p>In re-connecting with families, the school will develop a number of strategies to engage families in community events, engage families in the learning process and find meaningful opportunities to collaborate and consult with the parent group. The school will seek to connect with community groups and harness local opportunities, such as purposeful excursions within the town.</p> <p>In lifting academic outcomes in literacy and numeracy, the school seeks to implement a higher level of rigour and fidelity into its learning program. Energy and time will be spent on upskilling staff, formalising effective collaborative approaches, collecting and interpreting effective learning data and providing high quality instructional leadership.</p> <p>The school has identified two key cohorts that will be front and centre in its planning. Firstly, the students who are equity-funded (in the review, these students performed significantly lower than comparable cohorts at other schools) will be monitored and the school will look to invest resources to improve learning outcomes. Secondly, the students who access Disability Inclusion support (now more than 10% of the whole school population) will be supported effectively to achieve success in learning as often as possible and to achieve high levels of wellbeing.</p>
Intent, rationale and focus	<p>Winchelsea Primary School aims to match like schools data in all learning areas by the conclusion of this School Strategic Plan.</p> <p>This goal is simple and so important, because it will enable more students to access educational opportunities much further into life.</p>

Furthermore, it is essential that this school earns the trust of the community it serves and becomes a school where families choose to send their child, where their child's learning and wellbeing outcomes will be maximised as much as possible.

The School Strategic Plan will prioritise its work in the following way:

- Firstly, develop strong literacy and numeracy learning programs to maximise academic outcomes (as per Goal 1)
- Secondly, target and focus on the wellbeing of all students (as per Goal 3)
- Thirdly, look to maximise the engagement of all learners (as per Goal 2)

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Goal 1	Maximise student performance across all learning areas.
Target 1.1	Improve the percentage of students achieving at strong and exceeding levels in NAPLAN for: <ul style="list-style-type: none">• Year 5 reading from 56% (2023) to 67% (2028)• Year 5 writing from 38% (2023) to 59% (2028)• Year 5 numeracy from 33% (2023) to 56% (2028)
Target 1.2	By 2028 increase the percentage of positive endorsement by teachers in the SSS for: <ul style="list-style-type: none">• <i>academic emphasis</i> from 42% (2023) to 65% (2028)• <i>teacher collaboration</i> from 59% (2023) to 74% (2028)
Target 1.3	For 90% of students to achieve a minimum of one year's growth in all learning areas or meet the goals in their IEP.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and implement a guaranteed and viable curriculum and associated instructional models

<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>Strengthen the use of data and evidence to respond to the needs of students</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 a culture of teacher collaboration to improve learning outcomes.</p>
<p>Goal 2</p>	<p>Improve student engagement in learning.</p>
<p>Target 2.1</p>	<p>By 2028 increase the percentage of positive endorsement by students in the AtoSS for:</p> <ul style="list-style-type: none"> • <i>stimulated learning</i> from 61% (2023) to 76% (2028)
<p>Target 2.2</p>	<p>By 2028 increase the percentage of positive endorsement by parents in the POS for:</p> <ul style="list-style-type: none"> • <i>parent participation and involvement</i> from 52% (2023) to 62% (2028) • <i>teacher communication</i> from 31% (2023) to 51% (2028)
<p>Target 2.3</p>	<p>By 2028 decrease the percentage of students with 20 + days absence from 36% (2023) to 30% (2028).</p>
<p>Key Improvement Strategy 2.a</p>	<p>Develop a process and framework for staff to construct learning experiences in collaboration with students</p>

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	Build partnerships with families to engage them in student learning
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school approach to improving attendance.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 3	Improve the wellbeing of each student.
Target 3.1	By 2028 increase the percentage of positive endorsement by students in the AtoSS for: <ul style="list-style-type: none"> • <i>life satisfaction</i> from 59% (2023) to 70% (2028) • <i>managing bullying</i> from 67% (2023) to 76% (2028) • <i>respect for diversity</i> from 62% (2023) to 79% (2028) • <i>sense of confidence</i> from 63% (2023) to 73% (2028).

Target 3.2	<p>By 2028 increase the percentage of positive endorsement by parents in the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • <i>managing bullying</i> from 59% (2023) to 75% (2028) • <i>confidence and resiliency skills</i> from 69% (2023) to 80% (2028).
Target 3.3	<p>By 2028 increase the percentage of students assessed as achieving at or above expected level by teacher judgement against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • Personal and social capability from 71% (2023) to 85% (2028).
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance the whole school approach to student wellbeing to strengthen the personal and social capabilities of each student
Key Improvement Strategy 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a whole school approach to implement trauma informed practices to support student learning and wellbeing.
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

