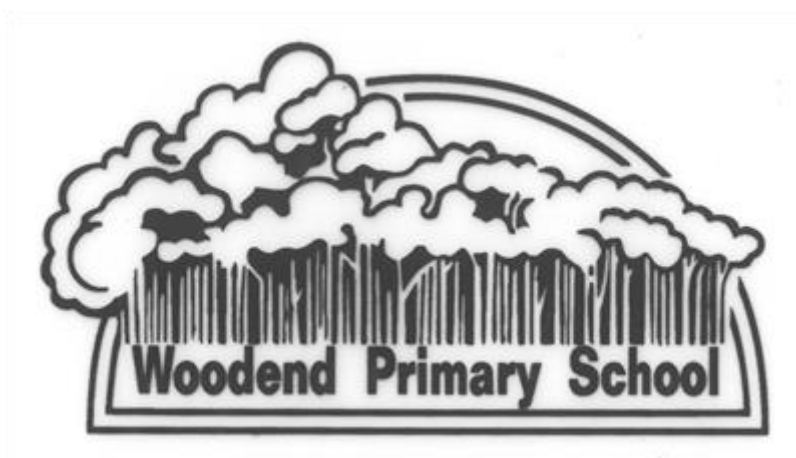


School Strategic Plan 2020-2024

Woodend Primary School (0647)



Submitted for review by Elissa Campbell (School Principal) on 11 January, 2022 at 09:55 AM

Endorsed by Christopher Eeles (Senior Education Improvement Leader) on 11 January, 2022 at 04:01 PM

Endorsed by Tim Bates (School Council President) on 21 January, 2022 at 10:24 AM

School Strategic Plan - 2020-2024

Woodend Primary School (0647)

School vision	To empower students to reach their personal best
School values	At Woodend Primary School our values underpin all that we do. Our values, as developed by our Student Leaders are: Be a Learner: I actively take part in all school activities Be Respectful: I show consideration for the feelings, wishes and rights of others Be Responsible: I am trustworthy and I accept the consequences of what I say and do Be Safe: I make careful choices to protect myself and others from harm
Context challenges	<p>Established in 1855, Woodend Primary School is at the base of Mt Macedon on the northwest side of the Macedon Ranges. We are a dual campus school, with an annexe at Carlsruhe, seven kilometres north of Woodend. We continue to have a fluctuating enrolment profile and face strong competition from local Independent and Catholic schools, our student enrolment in 2016 was 382, in 2018 this grew to 424, then dropped to 392 in 2019, in 2021 our enrolments have grown again to 458. Teaching and learning programs are arranged around teaching teams in the Junior, Middle and Senior levels of the school. Our 2021 we have 19 classes that consist of six Foundation/ Year 1 classes, five Year 2/3 classes, three year 4 classes and five Year 5/6 classes. Our year 4 students attend our Carlsruhe Campus, in order to accommodate all classes with equal time, the classes do thirteen week rotations between Carlsruhe and the main campus. Two classes at a time attend the campus for four days a week and return to the main campus one day a week to participate in the Specialist learning programs. Whilst the priority is the delivery of the core curriculum, the students participate in activities integrated into the curriculum that focus on caring for the animals at the campus and on sustainability, including caring for, and maintaining the large vegetable garden. The students work closely with members of our community in activities that centre around planting, harvesting and cooking, as well as construction activities. All students at our school participate in a comprehensive specialist program in Performing Arts, Visual Arts, Physical Education, French and Library. Private music tuition in keyboard, drums, guitar, violin, cello and trumpet is accessed by a number of students. To support wellbeing and our culture of high expectations, we utilise the School Wide Positive Behaviour Support (SWPBS) framework, we have clear school values, behaviour expectations and a behaviour flowchart. Our values, Be a Learner, Be Respectful, Be Responsible and Be Safe, were devised collaboratively with our school community in 2018, these have been embedded in all we do across our school community. At our school our students are at the centre of everything we do, to improve student outcomes we are focused on improving teacher practice via peer observation, feedback and learning walks, we also utilise Professional Learning Communities (PLC) to facilitate collaboration between teachers and encourage continuous improvement. Our three Learning Specialists are responsible for leading our improvement efforts in Literacy, Numeracy and Student Wellbeing.</p> <p>We have developed close ties to the local community and enjoy support from our local shops and community services. In 2021 2% of students speak English as an additional language and 1% of our student population have a Koorie family background. We are</p>

	<p>committed to a culture of diversity and inclusion within our school community and we strive to provide a nurturing, challenging environment that empowers students to reach their personal best, both academically and socially.</p>
<p>Intent, rationale and focus</p>	<p>At Woodend Primary School by 2024 we would like:</p> <ul style="list-style-type: none"> - All students to achieve expected growth in Literacy and Numeracy - To promote and sustain strategies to increase levels of student voice and agency in their learning - To continue build the social, emotional and physical health and wellbeing of every student. <p>By focusing on these goals the school wants to ensure all students are empowered to reach their personal best and that they are supported in both their learning and the development of their personal and social capabilities.</p> <p>The priority areas identified for this strategic plan from the Framework for Improving Student Outcomes (FISO) include:</p> <ul style="list-style-type: none"> - Excellence in teaching and learning <ul style="list-style-type: none"> - Building practice excellence - Curriculum Planning and Assessment - Evaluating impact on learning - Evidence based high impact teaching strategies - Positive climate for learning <ul style="list-style-type: none"> - Health and wellbeing -Community engagement in learning <ul style="list-style-type: none"> - Building communities - Parents and carers as partners <p>The school will continue to devise an Annual Implementation Plan (AIP), with input from school leaders and the school community, to support the achievement of goals in the School Strategic Plan (SSP). This will include yearly planning for professional learning for all staff to support the identified priority areas, this learning will be research based and continual via PLCs, to ensure consistent practices across all year levels in the school. Via the AIP, targets will be set each year and carefully monitored to track progress of SSP goals. The School Improvement Team, DET Senior Education Improvement Leader and School Council will be responsible for ongoing monitoring of the AIP and SSP.</p>

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Goal 1	For all students to achieve expected growth in Literacy and Numeracy.
Target 1.1	Increase the percentage of Year 5 students achieving ‘above’ benchmark growth from Year 3 to Year 5 in NAPLAN: <ul style="list-style-type: none">• Reading from 13% in 2019 to 24% in 2024• Writing from 25% in 2019 to 26% in 2024• Grammar and punctuation from 11% in 2019 to 24% in 2024.
Target 1.2	Reduce the percentage of students ‘below’ expected growth as measured by teacher judgement: <ul style="list-style-type: none">• Year 5 Writing from 60% 2020 (Semester 2 2019 to Semester 2 2020), to 30% in 2024 (Semester 2 2023 to Semester 2 2024)• Year 6 Writing from 55% in 2020 (Semester 2 2019 to Semester 2 2020), to 30% in 2024 (Semester 2 2023 to Semester 2 2024)• Year 5 Number and Algebra from 47% in 2020 (Semester 2 2019 to Semester 2 2020), to 30% in 2024 (Semester 2 2023 to Semester 2 2024)• Year 6 Number and Algebra from 55% in 2020 (Semester 2 2019 to Semester 2 2020), to 30% in 2024 (Semester 2 2023 to Semester 2 2024).
Target 1.3	Increase the percentage of positive endorsement in the School Staff Survey (SSS) Principal and Teacher class, for the factors: <ul style="list-style-type: none">• School climate—Guaranteed and viable curriculum from 70% in 2020, to 81% in 2024

	<ul style="list-style-type: none"> • School climate—Teacher collaboration from 53% in 2020, to 75% in 2024 • Teaching and learning—Planning—Use data for curriculum planning from 80% in 2020, to 86% in 2024 • Teaching and learning—Practice improvement—Interest in improving practice from 80% in 2020, to 88% in 2024 • Teaching and learning—Evaluation—Understand how to analyse data from 27% in 2020, to 50% in 2024 • Teaching and learning—Evaluation—Professional learning to improve practice from 67% in 2020, to 83% in 2024 • Teaching and learning—Evaluation—Believe evaluation impact improves practice from 80% in 2020, to 85% in 2024.
Target 1.4	Increase the percentage of survey responses received in the POS recommended survey sample from 66% in 2019, to 75% in 2024.
Key Improvement Strategy 1.a Building practice excellence	Embed agreed collaborative and pedagogical practice of staff and leadership using PLC approach.
Key Improvement Strategy 1.b Curriculum planning and assessment	Establish agreed approaches to differentiation and ensure these are supported by curriculum and planning documentation.
Key Improvement Strategy 1.c Evaluating impact on learning	Establish consistent processes for collecting, analysing and using student data to inform planning and teaching.
Goal 2	Promote and sustain student empowerment.
Target 2.1	Reduce the percentage of ‘not positive’ responses in the AToSS Year 4–6 for the factor Social engagement—Student voice and agency from 15 per cent in 2019, to eight per cent in 2024.

Target 2.2	<p>Increase the percentage of positive endorsement in the POS for the factors:</p> <ul style="list-style-type: none"> • Student development—Student agency and voice from 87% in 2019, to 88% in 2024 • Student cognitive engagement—Student motivation and support from 85% in 2019, to 86% in 2024
Target 2.3	<p>Increase the percentage of positive endorsement in the SSS Principal and Teacher class, for the factors:</p> <ul style="list-style-type: none"> • Teaching and learning—Evaluation—Use student feedback to improve practice from 53% in 2020, to 65% in 2024 • Teaching and learning—Implementation—Promote student ownership of learning from 80% in 2020, to 81% in 2024 • Teaching and learning—Implementation—Focus learning on real life problems from 60% in 2020, to 72% in 2024
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build teacher and student capacity to activate learner agency.
Key Improvement Strategy 2.b Evaluating impact on learning	Regularly seek, analyse and use student perception and engagement data when making decisions about curriculum and planning.
Goal 3	Build social, emotional and physical health and wellbeing of every student.
Target 3.1	Increase the percentage of positive endorsement in the POS for the factor Parent community engagement—Teacher communication from 76% in 2019, to 78% in 2024.

Target 3.2	<p>Increase the percentage of positive endorsement in the SSS Principal and Teacher class, for the factors:</p> <ul style="list-style-type: none"> • Teaching and learning—Implementation—Support growth and learning of the whole student from 67% in 2020, to 85% in 2024 • Climate—Collective efficacy from 80% in 2020, to 85% in 2024 • Climate—Parent and community involvement from 77% in 2020, to 83% in 2024.
Key Improvement Strategy 3.a Health and wellbeing	Build capacity of all staff to use inclusive practices to support students' social–emotional and wellbeing needs.
Key Improvement Strategy 3.b Building communities	Provide a safe, respectful and inclusive community at Woodend PS.
Key Improvement Strategy 3.c Parents and carers as partners	Continue to build community engagement and enhance learning partnerships to support improved student social, emotional and physical health and wellbeing outcomes