

1409 Williamstown North Primary School
Strategic Plan 2017 - 2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Jim Cahill <i>J. Cahill</i> 30/11/2016[name].....[date][name].....[date]
School council: Michael Lynch <i>M. Lynch</i> 30/11/2016[name].....[date][name].....[date]
Delegate of the Secretary: Judy Maguire <i>J. Maguire</i> 30/11/2016[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><i>WNPS is a dynamic and inclusive learning community that aims to promote personal excellence, critical thinking and empowerment.</i></p>	<p>Respect - Treat others with consideration and respect another person's point of view.</p> <p>Responsibility - Be accountable for one's own actions, resolve differences in constructive and peaceful ways, contribute to society & civic life and take care of the environment</p> <p>Resilience – Be equipped to successfully bounce back from setbacks, changes or disappointments</p> <p>Doing Your Best - Seek to accomplish something worthy and admirable, try hard and pursue personal excellence</p>	<p>As an effective professional learning community in 2016 supporting the individual needs of approximately 750 students, teachers at WNPS have collaborated strongly to take a collective responsibility for the students within each professional learning team. A guaranteed and viable curriculum has been developed by the school as part of the previous Strategic Plan, with a strong focus on 'Power Standards' (essential learnings). Outstanding student achievement levels across the school stem from strong team planning processes, the ongoing collection of data, intervention & extension structures, fluid groupings and strong partnerships between home and school.</p> <p>The school has an established culture of Inclusion, whereby diversity is embraced and celebrated. Inclusion is everyone's responsibility and staff proactively collaborate around and collectively accept responsibility for all 750 children enrolled at the school. The school is very proud to have won the 2016 Victorian Education Excellence Award, as recognition for its comprehensive inclusive practices.</p> <p>The school recognises future challenges in managing the school's growing enrolment, heightened classroom engagement and a more comprehensive framework for supporting the wellbeing and connectedness of students.</p>	<p>At the conclusion of this Strategic Plan, we aim for teaching teams at WNPS to use evaluative skills and continually improve their practice through research, mentoring and observation. Teachers will give each other feedback, documenting the impact of approaches/strategies identified in the school's newly developed Instructional Model. WNPS will systematically incorporate evaluative practices and continuous improvement into position descriptions, performance appraisal and professional learning strategies.</p> <p>WNPS will aim to further develop a culture of positive, personal relationship-building across the school community. Teachers will establish authentic relationships with their students and promote genuine two-way communication in regards to each student's learning. Teachers will integrate inclusive, collaborative pedagogies, whilst also supporting individual students to reach challenging learning goals that they have set together. WNPS will ensure 'student voice' is actively sought in the daily operation of the school and that students feel encouraged and empowered to contribute. Students will be supported to develop their leadership skills and to support the decision making processes of the school where possible. WNPS will be actively involved in networks and partnerships with community organisations that support the health, wellbeing, development and learning of students and their families.</p> <p>School improvement will be seen as a shared endeavour amongst all members of the school community.</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)
<p>To improve learning outcomes and learning growth for all students.</p> <p>To deepen and strengthen students' learning confidence and motivation in Years 5 and 6.</p>	<p>Excellence in Teaching and Learning</p> <p>Building Practice Excellence</p>	<p><i>The combined efforts of the strategies listed below will collectively work towards achieving the goals and multiple targets identified to build excellence in teaching and learning:</i></p> <ul style="list-style-type: none"> • Develop an Instructional Model for WNPS • Improve consistency of data collection and analysis utilising the Compass Platform. Strengthening of moderation practices. • Introduce a Coaching and Mentoring program for all teachers • Redevelop the school's science program to improve achievement levels and foster increased scientific literacy. • Ongoing Sustainability Improvements as part of the ResourceSmart School Program 	<p>Intake adjusted data sets to demonstrate achievement at the predicted score (regression line) or higher in both Reading & Numeracy in Years 3 and 5.</p> <p>Year 5 Writing to demonstrate improved student achievement. 25% of Year 5 students to achieve at NAPLAN Band 7 (21% in 2016) 20% of Year 5 students to achieve at NAPLAN Band 8 (9% in 2016)</p> <p>Year 5 Reading to demonstrate improved student achievement. 30% of Year 5 students to achieve at NAPLAN Band 7 (27% in 2016) 25% of Year 5 students to achieve at NAPLAN Band 8 (20% in 2016)</p> <p>Year 3 Reading to demonstrate improved student achievement. 30% of Year 3 students to achieve at NAPLAN Band 5 (26% in 2016) 50% of Year 3 students to achieve at NAPLAN Band 6 (44% in 2016)</p> <p>Benchmark achievement levels to be established for Science when the new Victorian Curriculum is implemented in 2017. Improvement targets to then be established.</p> <p>Professional Learning variable mean score on the Staff Opinion Survey to be at or above the mean for all primary schools. (In 2016, WNPS mean was 67 compared with 79 as the mean for all primary schools. All other overall scores on this survey to remain at or be above state mean as in 2016.)</p> <p>Stimulating Learning variable on the Parent Opinion Survey to be at or above the 50th Percentile. (16th Percentile in 2016) Student Motivation variable on the Parent Opinion Survey to be at or above the 50th Percentile. (30th Percentile in 2016)</p> <p>Three Attitudes to School Survey variables to be at or above the 50th Percentile. Learning Confidence (19th Percentile in 2016) Stimulating Learning (19th Percentile in 2016) Student Motivation (25th Percentile in 2016)</p> <p>Williamstown North PS to achieve five star accreditation as part of the ResourceSmart School Program. (In 2016, the school has a one star rating.)</p>



To deepen and strengthen students' sense of wellbeing, connectedness to school and peers.	Positive Climate for Learning Empowering Students and Building School Pride	<p><i>The combined efforts of the strategies listed below will collectively work towards achieving the goals and multiple targets identified to build a positive climate for learning:</i></p> <ul style="list-style-type: none"> • Introduce the School Wide Positive Behaviours Support • Develop a Health Hub for students, staff and parents. • Introduce a formal Lunchtime Activities Program. • Broaden Student Leadership opportunities across the school. • Enhanced practices for the collaborative development and monitoring of Student Learning Goals. 	<p>Positive trend data to be established from year to year for the 'Connectedness to Peers' variable on the Parent Opinion Survey, working towards the school being at or above the 50th Percentile. (23rd Percentile in 2016)</p> <p>Positive trend data to be established from year to year for the 'School Connectedness' variable on the Parent Opinion Survey, working towards the school being at or above the 50th Percentile. (13th Percentile in 2016)</p> <p>Connectedness to Peers variable on the Attitudes to School Survey to be at or above the 50th Percentile. (35th Percentile in 2016)</p> <p>School Connectedness variable on the Attitudes to School Survey to be at or above the 50th Percentile. (25th Percentile in 2016)</p> <p>Resilient Youth Australia's resilience survey to be used annually for students in Years 3 – 6. (Improvement targets to be established after the collection of baseline data in 2017.)</p>
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