

Sunbury West Primary School 5006 Strategic Plan 2018-2021

| Endorsement | | Re-Endorsement (if a Goal, KIS or Target is changed) | | Re-endorsement (if a Goal, KIS or Target is changed) | |
|----------------------------|---|--|---------------------------|--|---------------------------|
| Principal: | Inga Wilson [name] [date] | [name] [date] | [name] [date] | [name] [date] | [name] [date] |
| School council: | James King [name] [date] | [name] [date] | [name] [date] | [name] [date] | [name] [date] |
| Delegate of the Secretary: | Jonathan Lowe [name] [date] | [name] [date] | [name] [date] | [name] [date] | [name] [date] |

| School vision | School values | Context and challenges | Intent, rationale and focus |
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| <p>In the safe, caring and stimulating environment of Sunbury West Primary School, each child is given the opportunity and encouragement to strive towards his / her maximum potential as a confident individual and responsible member of society.</p> <p>The school's motto is, 'Together we learn. Together we grow.'</p> | <p>As a school we value: students as independent and empowered learners, self-belief, self-worth and mutual respect between all members of our school community, a strong sense of belonging and connectedness enabling our students to become resilient and active members of their community, and a strong home / school partnership with a positive school spirit.</p> <p>NB: The school is currently in the process of re-defining its values. These will be updated in the first year of the Strategic Plan</p> | <p>There is a downward school enrolment trend that is consistent with forward population predictions. Enrolment is currently 230 students. Families are drawn from the local and surrounding area. The SFOE index is 0.4703. The overall socio-economic index indicates a mid socio-economic school community where school achievement could be expected to be around state means. Generally, the school has performed similarly to other schools given the background characteristics of students. There are few families where English is an additional language (EAL) and the school has a program for students with disabilities (PSD). In 2016, the school qualified for some equity funding to address any educational disadvantage, however this has dropped slightly over time.</p> <p>The staffing profile includes a principal and assistant principal, 12.2 EFT teachers and a mix of full time and part-time education support staff totalling 3.83 EFT. Most staff are experienced teachers with few graduate teachers. There are 10 classes and 4 specialist programs which are supported by a skilled and committed teaching and support team.</p> <p>Undeterminable sustainability of equity funding is crucial to the development and implementation of goals over the life of the strategic plan. The allocation of resources to facilitate ongoing approaches to collaborative professional learning is paramount to building staff capacity and currency of knowledge, skills and understandings in a climate of 21st century learning.</p> | <p>The over-arching intent of the strategic plan is to enhance pedagogical practices and content knowledge in Literacy and Numeracy to improve student learning outcomes.</p> <p>Data suggests that a clear focus on achieving expected learning growth or greater for students and increasing the numbers of students who excel in literacy and numeracy will be key to improving student performance. Data literacy to inform planning will be a major focus. The work of professional learning teams will be enhanced through shared planning time where teachers analyse student assessment data, plan for a guaranteed and viable curriculum that meets the needs of each student and share teaching and learning practice. The school will continue to build teaching skills through professional learning and coaching to ensure research-based teaching and learning practices are consistent across the school.</p> <p>The school is committed to the Professional Learning Communities and School Wide Positive Behaviours initiatives, commencing in 2018.</p> <p>The focus for improving student outcomes is</p> <p>Excellence in teaching and Learning</p> <ul style="list-style-type: none"> - Building Practice Excellence <p>Professional Leadership</p> <ul style="list-style-type: none"> - Building leadership Teams |

| 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) |
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| Build practice excellence to improve student learning outcomes. | Excellence in teaching and learning Building Practice Excellence | <ol style="list-style-type: none"> 1. Build staff capacity to plan a comprehensive, sequential and developmental school wide teaching and learning program based on the Victorian Curriculum 2. Establish a consistent approach to staff collaboration to improve student outcomes 3. Develop a consistent pedagogical model that promotes effective teaching and student agency | <p>Reading</p> <p>By the end of 2021, the percentage of students in the top 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will increase from 34% to 50%.</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 15% to less than 5%.</p> |

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| | | | <p>By the end of 2021, the percentage of students with high or medium gain in Reading as measured against 4 year NAPLAN averages will increase from 76% to 90%.</p> <p>Writing By the end of 2021, the percentage of students in the top 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will increase from 11% to 40%</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 20% to less than 5%.</p> <p>By the end of 2021, the percentage of students with high or medium gain in Writing as measured against 4 year NAPLAN averages NAPLAN will increase from 62% to 85%.</p> <p>Numeracy By the end of 2021, the percentage of students in the top 2 bands for Numeracy as measured against Year 5 NAPLAN averages over the past 4 years will increase from 22% to 40%</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Numeracy as measured against Year 5 NAPLAN averages over the past will decrease from 19% to less than 5%.</p> <p>By the end of 2021, the percentage of students with high or medium gain in Numeracy as measured against NAPLAN will increase from 75% to 90%</p> |
| Build leadership teams to lead school improvement. | Professional Leadership <i>Building Leadership Teams</i> | <ol style="list-style-type: none"> 1. Establish a clear understanding of the school's vision and values to build a culture that drives innovation and improvement. 2. Establish a culture of collaboration for review, collective responsibility and shared accountability for school improvement. 3. Build the capacity of school leaders and all staff, maximising opportunities to share knowledge and engage in quality professional learning | <p>Stimulating Learning By the end of 2021 the percentage of student agreement in Years 4 – 6, in relation to Stimulating Learning as measured against the 2017 ATOSS will increase from 75% to at least 95%.</p> <p>Sense of Confidence By the end of 2021 the percentage of student agreement in Years 4 – 6, in relation to Sense of Confidence as measured against the 2017 ATOSS will increase from 75% to at least 95%.</p> <p>Academic Emphasis By the end of 2021 the percentage of endorsement in relation to Academic Emphasis as measured against the 2017 Staff Opinion Survey will increase from 75% to at least 95%.</p> <p>Collective Efficacy By the end of 2021 the percentage of endorsement in relation to Collective Efficacy as measured against the 2017 Staff Opinion Survey will increase from 82% to at least 95%.</p> <p>Instructional Leadership</p> |

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| | | | By the end of 2021 the percentage of endorsement in relation to Instructional Leadership as measured against the 2017 Staff Opinion Survey will increase from 75% to at least 95%. |
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