

# School Strategic Plan 2021-2025

Sunbury West Primary School (5006)



Submitted for review by Inga Wilson (School Principal) on 24 February, 2022 at 08:28 AM

Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 24 February, 2022 at 03:30 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2021-2025

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<b>School vision</b>	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. The school's motto is, 'Together we learn. Together we grow.'
<b>School values</b>	<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. In 2019 the school undertook an extensive consultation process with all school community stakeholders to re-define its values to complement the implementation of School Wide Positive Behaviours Support and Resilience, Rights and Respectful Relationships. Our newly adopted school values are defined by our commitment 'To Strive. To Respect. To Belong' and underpin our daily interactions and practices at our school.</p> <p>'We Belong' – We celebrate diversity and promote inclusion in a supportive and welcoming environment. We promote connectedness via the various wellbeing programs that support the development of positive relationships within and across the school community.</p> <p>"We Respect"- A strong culture of mutual respect exists to ensure that genuine relationships are formed, where all stakeholders are valued for their participation and contributions to school life. All interactions are grounded in trust, open communication, understanding and honesty.</p> <p>'We Strive' - We promote an environment where personal endeavour is recognised and encouraged. Complemented by our 'It's Up To Me' inquiry unit, we have a strong focus on growth mindset. This is further supported by the actions of peers and mentors alike to help others and positively influence their lives so that everyone can meet their full potential.</p>
<b>Context challenges</b>	Sunbury West Primary School is located approximately 42 km from Melbourne, situated among well established and developing residential areas. In 2021, the school celebrated its 50th Year Anniversary, providing quality education to the children of Sunbury since 1971. Sunbury West Primary School strives for social, emotional and educational excellence in an environment where children of all ages

mix cooperatively. The school encourages staff, students and parents to value diversity and promote the development of individual strengths and talents. Skilled, enthusiastic and committed staff use a range of innovative and proven teaching practices that reflect current education state initiatives. This provides the best possible learning environment, whilst considering the individual needs and multiple entry points of all students.

Enrolments at the time of inception of the Strategic Plan is 190 students from Foundation to Year 6. Staffing of 2 Principal Class officers, 10.4 EFT teachers and 2.8 ES Staff. The school has 8 classrooms, with all classes being organized into composite groupings with the exception of Foundation level. In the 2020 State Budget, Sunbury West received Capital Works Funding to the value of \$10.497 million. In 2022, construction will commence to fully upgrade the school. The school will maintain refurbished facilities including the gym and Out of School Hours Care setting as part of this.

Our teaching teams work closely together as Professional Learning Communities to plan for continuity of practice within teams and across the school. Teaching and learning programs are tailored to meet the distinct learning needs of all students with a strong emphasis on Literacy and Numeracy. We use an inquiry approach to our integrated curriculum, promoting voice and agency as students help to shape the curriculum and experiences relative to their stage of learning.

Our skilled teaching teams are committed to lifelong learning and the school places great importance in ongoing professional learning at every stage of their careers.

Our core curriculum is further complemented by programs in the areas of The Arts, Physical Education, and Japanese. The school also promotes 21st Century learning through STEM, its Digital Literacy Program in Years 5/6 and access to laptops, iPads and smart TVs in all areas of the school.

Our school has continued to offer a large number of opportunities designed to assist children in developing connectedness with each other and also build resilience and self-esteem. Examples of these are: Junior School Council, House / Vice Captains, Student of the Week, Buddies and Peer Support Programs, House Mates Program, School Performances, Art displays and Sporting Opportunities. Extra-curricular activities such as camps, instrumental programs, incursions and excursions complement our core curriculum. Each of these offer our children a chance to participate at a level of confidence and interest and provides them with a sense of accomplishment and achievement over a period of time. Parents as partners in education are also highly valued with many parents supporting classroom programs and school activities.

Despite a downward trend in enrolments due to population demographics in the catchment zone, it is anticipated that the new, state of the art facilities will draw interest from the community, with the new build targeted towards 250 students. The SFOE index is 0.4055. 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 promotes inclusion through its Program for Students with Disabilities (PSD) and varying supports and interventions.

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.

The Review demonstrated that the school is predominantly 'Evolving' against the FISO dimensions with some areas of strength where the school is embedding its practices. Findings from the School Review determined that key challenges will continue to focus

	<p>on building continuity of practice in relation to data literacy. Greater use of formative assessment data to inform planning will support differentiated learning for all students within a sequential and well documented curriculum. Building staff capacity in relation to instructional models with enhanced opportunities for staff to formally engage in learning walks and peer observations will also be paramount to shaping pedagogical practice within teams and across the school.</p> <p>Learner agency is also a targeted area, focusing on building practices in relation to goal setting and feedback to empower students. Whilst the school has well established foundations with respect to School Wide Positive Behaviours, wellbeing will continue to be a priority, with the development of tiered structures and supports for staff to assist in responding to social, emotional and mental health needs of students.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The priorities for the 2022 - 2025 Strategic Plan relate to maximising learning growth for all students, learner agency and student wellbeing.</p> <p>The school's goals are as follows:</p> <p>Goal 1: To maximise learning growth for all students</p> <p>Rationale: During the Review the Panel scrutinised NAPLAN benchmark growth data and Victorian Curriculum teacher judgement data and considered that student learning outcomes were variable. The Panel found that teacher data literacy was improving, but triangulation of data, and overall validity of teacher judgement data was not yet fully developed in all teachers. Similarly, teachers' use of data to ensure differentiation of teaching and learning was not yet fully embedded, and the development of the PLC approach had been impacted by remote and flexible learning. The school's leaders and teachers were not yet monitoring the impact of teaching on student learning outcomes or learning growth. The Panel agreed with teachers and leaders that formal opportunities to share practice and learn from each other through planned collaboration would also assist the consistency of practice and improve learning outcomes for all students.</p> <p>FISO Dimensions</p> <ul style="list-style-type: none"> <li>• Curriculum planning and assessment</li> <li>• Evidence based high impact teaching strategies</li> <li>• Evaluating impact on learning</li> </ul> <p>Key Improvement Strategies</p> <p>1a To strengthen the capacity of teachers to utilise data and inform differentiated teaching and learning.</p> <p>1b. To further embed consistent high-quality instructional practices across the school.</p> <p>1c. To monitor and evaluate the impact of teaching practice on student learning outcomes using the PLC model.</p> <p>Goal 2: To maximise learner agency</p> <p>Rationale: The concept of students monitoring their learning, including setting learning goals and planning the next steps in their learning were not yet fully embedded and student learning was still mainly teacher led. Teachers' deep understanding of the processes to support students to take ownership of their own learning were not yet consistently embedded throughout the school, and there was a lack of an agreed whole school approach to scaffolding learner agency. During the Review the Panel concluded that developing strategies to build teacher capacity and student ability in these areas, supported by families and other key community members, would empower students to improve engagement with planning and monitoring their own learning, and as a result improve</p>

learning outcomes over the next strategic planning period.

#### FISO Dimensions

- Building practice excellence
- Intellectual awareness and engagement
- Parents and carers as partners

#### Key Improvement Strategies

2a. To further enhance teacher capacity to activate learner agency.

2b. To embed a whole school strategy for students to develop and monitor their own learning goals and track their progress.

2c. To enhance authentic learning partnerships between students, families and community stakeholders.

Goal 3: To strengthen the wellbeing of all students

Rationale: During the Review the Panel noted the positive relationships which supported students to feel safe at school. The relationships, along with the positive learning partnerships between students, teachers, and families contributed to a positive climate for learning. The Panel found the SWPBS approaches had supported this, but a future focus on a tiered approach to supporting wellbeing and mental health would strengthen provision further. The Panel also considered building the capacity of teachers to identify and provide support to all students, within a refined whole school system would enable to school to address the social, emotional and wellbeing needs of individual students and cohorts requiring assistance.

#### FISO Dimensions

- Health and wellbeing
- Building practice excellence

#### Key Improvement Strategies

3a. To embed a whole school tiered approach to mental health and wellbeing.

3b. To build staff capacity and systems to support and respond to identified social, emotional and wellbeing needs of individuals and cohorts.

Over the life of the Strategic Plan the school will focus on the following:

#### Goal 1

- Data informed practices to identify and respond to the learning needs of students and monitor the impact of teaching and learning.
- A sequential and developmental curriculum that supports differentiated teaching and learning in Literacy and Numeracy
- Consolidation, documentation and implementation of a consistent, agreed upon instructional model for Reading, Writing and Numeracy.
- A professional learning strategy that promotes consistency of practice in relation to instructional models and high impact teaching and learning strategies
- Refinement of the PLC inquiry process to target student achievement and implement appropriate interventions to ensure learning progress and growth for all students.
- Formative and summative assessment and measurement practices to validate teacher judgments.

#### Goal 2

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|  | <ul style="list-style-type: none"><li>• A professional learning strategy that supports staff understanding and capacity in relation to learner agency.</li><li>• The inquiry process within an integrated curriculum that enhances hands on and authentic learning experiences for students.</li><li>• Opportunities for student voice and agency that support goal setting and feedback and challenge students in their learning.</li><li>• An ongoing communication strategy developed during remote learning to build / home school partnerships around student learning.</li></ul> |
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<b>Goal 1</b>	To maximise learning growth for all students.
<b>Target 1.1</b>	By 2025 increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN: <ul style="list-style-type: none"><li>• Reading to increase from 79% (2021) to 88% or above</li><li>• Writing to increase from 62% (2021) to 80% or above</li><li>• Numeracy to increase from 61% (2021) to 80% or above</li></ul>
<b>Target 1.2</b>	By 2025 increase the percentage of students achieving in the top two bands in NAPLAN: Year 5 <ul style="list-style-type: none"><li>• Reading to increase from 12% (2021) to 35% or above</li><li>• Writing to increase from 13% (2021) to 25% or above</li><li>• Numeracy to increase from 15% (2021) to 30% or above</li></ul>
<b>Target 1.3</b>	By 2025 increase the percentage of students across the school (Prep to Year 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm–referenced/standards–based data sets): <ul style="list-style-type: none"><li>• Reading from 77% (2020) to 85% or above</li><li>• Writing from 75% (2020) to 80% or above</li><li>• Number and algebra 80% (2020) to 85% or above</li></ul>

<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	To strengthen the capacity of teachers to utilise data and inform differentiated teaching and learning.
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	To further embed consistent high-quality instructional practices across the school.
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	To monitor and evaluate the impact of teaching practice on student learning outcomes using the PLC model.
<b>Goal 2</b>	To improve learner agency.
<b>Target 2.1</b>	By 2025 increase the percentage of positive endorsement in the student AToSS: <ul style="list-style-type: none"> <li>• Student voice and agency from 70% (2021) to 79% or above</li> <li>• Stimulating learning from 74% (2021) to 84% or above</li> <li>• Self-regulation and goal setting from 84% (2021) to 90% or above</li> </ul>
<b>Target 2.2</b>	By 2025 increase the percentage of positive endorsement in the SSS: <ul style="list-style-type: none"> <li>• Academic emphasis from 76% (2020) to 87% or above</li> <li>• Collective efficacy from 84% (2020) to 91% or above</li> <li>• Teacher collaboration from 75% (2020) to 86% or above</li> <li>• Parent and community involvement from 77% (2020) to 88% or above</li> </ul>



<b>Target 2.3</b>	<p>By 2025 increase the percentage of positive endorsement in the POS:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 66% (2020) to 76% or above</li> <li>• Student agency and voice from 74% (2020) to 81% or above</li> <li>• Teacher communication from 71% (2020) to 80% or above</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	<p>To further enhance teacher capacity to activate learner agency.</p>
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	<p>To embed a whole school strategy for students to develop and monitor their own learning goals and track their progress.</p>
<b>Key Improvement Strategy 2.c</b> Parents and carers as partners	<p>To enhance authentic learning partnerships between students, families and community stakeholders.</p>
<b>Goal 3</b>	<p>To strengthen the wellbeing of all students.</p>
<b>Target 3.1</b>	<p>By 2025 increase the percentage of positive endorsement in the student AToSS”:</p> <ul style="list-style-type: none"> <li>• Motivation and interest from 72% (2021) to 80% or above</li> <li>• Sense of connectedness from 74% (2021) to 81% or above</li> <li>• Perseverance from 68% (2021) to 78% or above</li> <li>• Emotional awareness and regulation from 68% (2021) to 77% or above</li> </ul>
<b>Target 3.2</b>	<p>By 2025 increase decrease student absence rates:</p>

	<ul style="list-style-type: none"> <li>Percentage of students with 20 or more absence days from 30% (2020) to 23% or less</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	To embed a whole school tiered approach to mental health and wellbeing.
<b>Key Improvement Strategy 3.b</b> Building practice excellence	To build staff capacity and systems to support and respond to identified social, emotional and wellbeing needs of individuals and cohorts.