

# School Strategic Plan for Preston West Primary School 3885 2014 - 2017

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Ms. Cheryl Bondeson</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Ms. Anna Williams</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>



## School Profile

### School Narrative

At Preston West Primary School we take pride in the quality of education we offer to our students. We aim to create lifelong learners through a comprehensive range of programs that reflect the diversity and inclusivity of our community. This makes our school a richer, stronger and valuable place to be.

Strong relationships are an important feature of our school. Our staff, students, school council and parents work together to do their best for our school. We have high expectations of our students and encourage them to reach their full potential by equipping them with the skills they will need in the future.

Our students are confident, curious, respectful and engaged. They have a genuine sense of fairness, are willing to give things a go both as individuals and as part of a team and enjoy the challenges involved in learning.

Our school has a strong sense of history. The school motto, 'Duty First', coined in 1915, provides a rich historical base. People from far and wide have attended Preston West Primary School and reflect on their many happy memories of their education.

Over recent years the numbers of student enrolments have greatly increased. We need to keep the traditions of the past, maintain our emphasis on the student at the core of our work to ensure they can achieve their personal best and continue to strive for excellence in a school where strong community links are central to our work.

### Vision

Preston West Primary School is committed to providing a learning environment and educational programs which will motivate, challenge and support students to become lifelong learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, cultural diversity and the rights of all are highly valued and respected.

<p><b>Purpose</b></p>	<p><b>Educational</b></p> <ul style="list-style-type: none"> <li>• Our purpose is to provide a safe, stimulating and supportive environment that develops all students to their full potential – academically, socially and personally.</li> <li>• We improve the achievements of all students through the provision of a challenging and engaging academic program based on AusVELS and reflecting worldwide best practice for 21<sup>st</sup> century learners.</li> <li>• Focus on high expectations and a differentiated curriculum across the school. Strong focus on the use of data to drive assessment for learning.</li> <li>• We conduct programs in the domains of Physical Education, Visual Arts, Music and Language (Italian).</li> </ul>
<p><b>Environmental Context</b></p>	<p><b>Social – community and demographics</b></p> <ul style="list-style-type: none"> <li>• Preston West Primary School is located on Murray Road Preston in the City of Darebin.</li> <li>• The school population is approximately 612 students and is expected to increase slightly over the next two years.</li> <li>• Enthusiastic and professional staff team consist of 36 full time teachers and 14 support staff.</li> <li>• Preston West has seen a significant change in the overall socioeconomic profile from a low – mid to high profile. The SFO density is 0.30.</li> <li>• There are 32 home languages other than English.</li> <li>• Focus on building student voice and leadership.</li> </ul>
<p><b>Environmental – Grounds and Facilities</b></p>	<p><b>Grounds and Facilities</b></p> <ul style="list-style-type: none"> <li>• The school includes a double storey brick building built in 1915 and has served the local community for 99 years.</li> <li>• A gymnasium built in 2010 also accommodates a music room and our Before and After School Care service. The gym has a surrounding landscape garden and a dry creek river bed.</li> <li>• A new modular 10 double storey building was completed late in 2013 and we will be landscaping the areas around this building.</li> <li>• Six Mod 5 relocatable classrooms are also located onsite and accommodate our middle and senior school students.</li> </ul>

<b>Values</b>	<b>L</b>	<b>Leadership</b> in our actions and behaviour. As exemplary leaders we demonstrate responsibility fairness, kindness, honesty, loyalty and cooperation with other students, teachers and parents within our school environment and in our community.
	<b>E</b>	<b>Excellence</b> in our learning and interactions with other people. We strive to achieve high expectations in our daily learning endeavours and celebrate our successes. We demonstrate fair play and encourage the achievements of others.
	<b>A</b>	<b>Acceptance</b> of others. We understand and celebrate the array of abilities, backgrounds, beliefs and opinions of other people. We value our rich multicultural community and acknowledge our diversity is our strength.
	<b>R</b>	<b>Respect</b> for ourselves, other students, teachers, our parents and the wider community. We value and acknowledge every person as an individual who deserves to be treated with appreciation and dignity. We respect the work, ideas and belongings of others and our environment.
	<b>N</b>	<b>Never giving up</b> on ourselves or others. We demonstrate persistence and resilience in the pursuits of higher learning and to become well rounded individuals socially and emotionally. We also show support, helpfulness and care for others and to assist them in the attainment of their goals.
<b>Service Standards</b>	<b>Engagement Guidelines</b> <ul style="list-style-type: none"> <li>• To foster a healthy school culture in which high levels of achievement take place within a positive social environment through engagement</li> <li>• To provide students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure</li> <li>• To maximise student learning opportunities and performance through engagement</li> <li>• To provide opportunities for student/parent participation and student/parent voice</li> <li>• To build a school environment based on positive behaviours and values</li> <li>• To provide prevention (cognitive, behavioural and emotional) and intervention for students at risk.</li> </ul>	

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>All Preston West Primary School students will:</p> <ul style="list-style-type: none"> <li>- be confident and curious learners</li> <li>- make great progress regardless of their starting point</li> <li>- achieve high standards of literacy and numeracy.</li> </ul>	<p>For each student to achieve at least one year's growth in learning (as measured by AusVELS) during each school year.</p> <p>To progressively increase by five percent each year the percentages of Year 3 and 5 students assessed in the top two NAP Bands for their year level when measured from a 2014 baseline.</p> <p>To improve the correlation between teacher and NAPLAN assessments.</p>	<p>Building teachers' understanding of Mathematics teaching.</p> <p>A continued commitment to implementing Curiosity and Powerful Learning whole school and teacher strategies to improve student learning and strengthen teacher capacity which includes:</p> <ul style="list-style-type: none"> <li>- continuing to develop differentiation of curriculum with the aim of ensuring that all students make the expected growth</li> <li>- ensuring whole school instructional approaches, understandings and protocols are firmly in place and closely linked to student learning outcomes</li> <li>- ensuring a range of assessment practices and feedback mechanisms are used to: monitor and evaluate each student's progress; guide instructional practice; identify learning and report to students and families</li> <li>- providing strong support for staff professional learning which focuses on improved teaching practice, consistency of practice and the sharing of best practice through peer observation and Professional Learning Teams.</li> <li>- Use e-learning to promote differentiation, collaboration and creativity across the school.</li> </ul>

<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>All Preston West Primary School students will be highly motivated and engaged in their learning.</p>	<p>Mean scores in each aspect of the Attitudes to School Survey to be at or above the 75<sup>th</sup> percentile by 2017.</p> <p>Student absence rates to be at or better than the state mean at each year level by 2017.</p> <p>PWPS student perception surveys to be implemented. The mean results will be promoted between 2015 and 2017. Preston West Primary will investigate developing its own survey of student perceptions.</p>	<p>To effectively use student voice (student feedback) to inform and monitor the work of teachers through empowering students to more actively shape their own learning.</p> <p>Further develop activities that encourage the participation and engagement of students in their learning (in particular emphasising the first two school values of Leadership and Excellence) and school life.</p>
<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To implement sound resourcing strategies allowing Preston West Primary School to optimise outcomes for all students.</p>	<p>Mean scores in each aspect of the Staff Opinion Survey to be above the 2014 benchmark data.</p> <p>Documentation of clear financial processes.</p> <p>Documentation of Workforce Plan.</p> <p>Facilities plan to accommodate enrolments, programs and maintenance.</p>	<p>Priority given in global budget to Strategic Plan and Annual Improvement Plan goals.</p> <p>Appointment of Leading Teachers in Literacy, Mathematics and e-Learning.</p> <p>Evaluate 2014 changes to grade structure, timetable and Scope and Sequence.</p> <p>Upgrade of facilities across school.</p> <p>Three year plan – enrolment projections, facilities and staffing.</p>

<p><b>Wellbeing</b></p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>All Preston West students will be resilient, self-aware and responsible members of the school community.</p>	<p>By 2017 student survey mean scores for wellbeing, teaching and learning and student relationships will be above the state 75<sup>th</sup> percentile.</p>	<p>Continuation and development of programs ( Bounce Back and Achievement Improvement Zones Developmental Management Approach) designed to build high levels of trusting and authentic relationships with their peers and teachers</p> <p>Reinforce the new school values</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Excellence</li> <li>• Acceptance</li> <li>• Respect</li> <li>• Never giving up</li> </ul> <p>Continue to provide a safe and inclusive environment.</p> <p>Further develop home / school communication strategies which promote understanding of the school's approach to teaching and learning and further explores ways of engaging and communicating with parents.</p>
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## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies	Actions – 2014 / 2015	Achievement Milestone – 2014 / 2015
<p><b>Achievement</b></p> <p>Building teachers’ understanding of Mathematics teaching.</p> <p>A continued commitment to implementing Curiosity and Powerful Learning whole school and teacher strategies to improve student learning and strengthen teacher capacity which includes:</p> <ul style="list-style-type: none"> <li>- continuing to develop differentiation of curriculum with the aim of ensuring that all students make the expected growth</li> <li>- ensuring whole school instructional approaches, understandings and protocols are firmly in place and closely linked to student learning outcomes</li> <li>- ensuring a range of assessment practices and feedback mechanisms are used to: monitor and evaluate each student’s progress; guide instructional practice; identify learning and report to students and families</li> <li>- providing strong support for staff professional learning which focuses on improved teaching practice, consistency of practice and the sharing of best practice through peer observation and Professional Learning Teams.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promote teacher knowledge of AusVels and evidenced documentation in planning.</li> <li>▪ Curriculum Day, staff/area meetings focusing on Literacy, Numeracy, Data and differentiation.</li> <li>▪ Initiate and formalise peer observation protocols and processes F-6 with a minimum of 20 hours of observation.</li> <li>▪ Leading teachers allocated to Literacy, Mathematics and e-Learning to coordinate curriculum across whole school.</li> <li>▪ Investigate planning templates that promote documentation of differentiated lessons and use of data.</li> <li>▪ Investigate effective tracking methods/tools to monitor and plan for student achievement.</li> <li>▪ Trial Professional Learning Teams at one year level.</li> <li>▪ Revamp Assessment Schedule.</li> <li>▪ Data Managers to be appointed.</li> <li>▪ Promote professional readings, Teacher Learning Network and online P.D.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documentation of peer observations and reflections.</li> <li>▪ Spread sheet documenting whole staff observations.</li> <li>▪ Effective differentiation in literacy and numeracy sessions that result in an upward trend in Grade 3 and 5 NAPLAN results in English and Mathematics domains.</li> <li>▪ Student data collected on whole school assessment schedule will trend upwards.</li> <li>▪ Promote staff and student resources.</li> <li>▪ Professional learning for staff to track and monitor student progress and to use this information to plan for future teaching throughout the year and the transition from one year to the next.</li> <li>▪ Employment of Literacy and Numeracy experts to empower staff with relevant coaching and professional development to promote classroom practice.</li> <li>▪ Implementation of whole School Assessment Schedule.</li> <li>▪ Student data entered on SPA.</li> </ul>

**Engagement**

To effectively use student voice (student feedback) to inform and monitor the work of teachers through empowering students to more actively shape their own learning.

Further develop activities that encourage the participation and engagement of students in their learning (in particular emphasising the first two school values of Leadership and Excellence) and school life.

Use Information Communication Technology (ICT) to promote differentiation, collaboration and creativity across the school.

- Investigate Student Action teams.
- Appoint a staff member to coordinate Student Action Teams.
- Student Leadership Training for those in leadership positions.
- Promotion of student engagement /participation via LEARN certificates, newsletter (images of award winners), Athletics champions board and displays in foyer.
- Implementation of one to one iPad program.
- Internal and external teacher professional development and school visits in e-Learning and one to one iPad program.
- Audit ICT resources across the school.

- Establishment of Student Action Teams.
- Student survey data.
- Reallocation of ICT resources across the school.

<p><b>Wellbeing</b></p> <p>Continuation and development of programs ( Bounce Back and Achievement Improvement Zones Behavioral Management Approach) designed to:</p> <ul style="list-style-type: none"> <li>- build high levels of trusting and authentic relationships with their peers and teachers</li> <li>- reinforce the new school values <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Excellence</li> <li>• Acceptance</li> <li>• Respect</li> <li>• Never giving up</li> </ul> </li> </ul> <p>Continue to provide a safe and inclusive environment.</p> <p>Further develop home / school communication strategies which promote understanding of the school's approach to teaching and learning and further explores ways of engaging and communicating with parents.</p>		<ul style="list-style-type: none"> <li>▪ Staff professional development in Bounce Back.</li> <li>▪ Implement Bounce Back program from Foundation - Grade 6.</li> <li>▪ Develop Scope and Sequence for Bounce Back Foundation to Grade 6.</li> <li>▪ Revamp Student Engagement and Wellbeing Policy in conjunction with students, staff and the school community.</li> <li>▪ Launch and embed new school values.</li> <li>▪ Exploring and developing different ways to build student voice into the learning environment via technology.</li> <li>▪ Staff professional learning on designing Blogs to communicate and celebrate student learning with community.</li> <li>▪ Investigate options with staff and school council on promoting home/school communications.</li> <li>▪ Staff professional development on implementing Compass and trial of selected areas of program e.g. electronic roll marking and whole school calendar.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bounce Back implemented across the school.</li> <li>▪ Student Engagement and Wellbeing Policy completed.</li> <li>▪ Launch of school values.</li> <li>▪ Staff to develop different ways to include student voice.</li> <li>▪ Every class will have an active Blog. Increase Blog traffic demonstrating active engagement with students and families.</li> <li>▪ Compass utilised by staff.</li> </ul>
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<p><b>Productivity</b></p> <p>Priority given in global budget to Strategic Plan and Annual Improvement Plan goals.</p> <p>Appointment of Leading Teachers in Literacy, Mathematics and e-Learning.</p> <p>Evaluate 2014 changes to grade structure, timetable and Scope and Sequence.</p> <p>Upgrade of facilities across school.</p> <p>Plan for future enrolment projections, facilities and staffing.</p>		<ul style="list-style-type: none"> <li>▪ 2014 and 2015 Global Budget to allocate increased sufficient funds in line with our Strategic Plans Goals.</li> <li>▪ Documentation of a three year plan (Enrolment projections, Workforce Plan and Facilities upgrade).</li> <li>▪ CARS funding to be utilised to upgrade Mod 5 relocatable.</li> <li>▪ Building works to main building including carpeting, painting and installation of blinds, whiteboards, display boards and technology.</li> <li>▪ Investigate landscaping options in the school yard.</li> <li>▪ Evaluation of changes to grade structure, timetables and Scope and Sequence documentation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appointment of Leading Teachers 2015 - 2017 to drive the Strategic Plan and whole school improvement.</li> <li>▪ Completion of building projects.</li> <li>▪ Three year productivity plan.</li> </ul>
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