Wyndham Vale Primary School
Strategic Plan 2017-2020

School number 5549

School vision	School values	Context and challenges	Intent, rationale and focus
High levels of achievement for all students * * * High level : standard stated in the curriculum or above All: students we expect to lead an independent life We will not dismiss children for the wrong reasons, as they have to complete on an equal footing later in life.	Members of our school community are: • **Honest** 　*We always tell the truth* • **Respectful** 　*We are good listeners who choose our words carefully and show positive body language* • **Responsible** 　*We are in charge of our own decisions, follow the school rules and are good representatives of Wyndham Vale Primary*	Wyndham Vale Primary School (WVPS) opened in January 2015 and is located within the local government area of Wyndham in a new housing estate known as the Bluestone Estate. In a rapidly growing corridor west of Melbourne, the school faces swift enrolment increase, from 151 on opening to 457 at the commencement of 2017. The school caters for students from Foundation to Year 6 and almost 50% of the school population comes from families with English as an additional language background, with many of these families from Asia. The overall socio-economic profile is categorised as low-mid. There is a mix of straight and composite classes. The curriculum has an integrated approach, with a strong focus on teaching and learning in literacy and numeracy based on the Victorian Curriculum. The specialist program includes physical education, visual arts, ICT and Auslan. There is a strong emphasis on student- focused learning with a continuous cycle of goal-setting, feedback and reflection and there is intervention for students requiring additional support as well as extension. As a new school there has been no base-line data to measure student learning growth. NAPLAN data for grade 3 in 2016 was better than 2015 and English and Mathematics results across the school, according to teacher judgements, were like similar schools in the state. Student absence data continues to be higher than the state, and needs addressing, whilst continuing to build Professional Learning Communities, staff coaching and a whole school approach to the analysis and use of data to inform learning and empowering student voice should continue drive improvement. As we are a new school further work is also needed to identify, document and embed essential learnings, capabilities and proficiency scales in all areas of the WVPS curriculum using the Victorian Curriculum as the base, to provide clear direction for school programs	**Intent:** The intent of this strategic plan is to set some solid future direction for this brand new school both in terms of student achievement but also in terms of building both the culture of the school and increasing the pedagogical capacity of teachers. **Rationale:** The schools recent review and self-assessment highlighted - Achievement in literacy and numeracy below that of local network data - Low levels of learning gain between NAPLAN levels 3 & 5 - Student concern about relationships with each other Teachers have a direct impact on student achievement. The relationships built by teachers, along with their ability to plan differentiated curriculum to meet student needs is vital. **Focus:** The following FISO priorities will be the avenue through which improved student outcomes is achieved - Excellence in Teaching and Learning (Building practice excellence, Curriculum planning and assessment) - Professional leadership (Building leadership teams, Strategic Resource Management) ……and to a lesser extent - Positive climate for learning (Health and Wellbeing, Setting expectations and promoting inclusion) - Community Engagement in learning (Building communities, Parents and carers as partners)

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)
By the end of 2020 there will be improved student outcomes across every year level, with a specific focus on increases in student achievement in literacy and numeracy.	Excellence in Teaching and Learning - **Building practice excellence** - **Curriculum planning and assessment**	Continue to build the professional learning community (PLC) structure across the school. Build teacher capacity so that there a culture of highly effective teaching in every classroom. Develop and implement a whole school approach to the recording, analysis and use of data and evidence to inform learning. Identify, document and embed essential learnings, capabilities and proficiency scales in all areas of the curriculum (Victorian Curriculum). Refine and implement agreed instructional models in all areas of the curriculum. Build the instructional leadership team across the school. Build alignment of the AIP goals and targets by ensuring they are embedded in the work of all teams and are reflected in performance and development plans (PDP's) for staff.	**Victorian Curriculum – Teacher Judgements** Increase the % of students performing above the expected level in all dimensions of English and Maths to be equal to or better than the State median:

Victorian Curriculum – Teacher Judgements

2016	School	State
English	85.5%	91.5%
Maths	84%	93.1%

NAPLAN
To improve the relative growth for NAPLAN in Reading, Writing and Numeracy to 15% (low), 60% (medium) 25% high

2016	Low gain	Medium gain	High gain
Numeracy	54%	38%	8%
Reading	24%	66%	24%
Writing	32%	46%	21%

Increase the percentage of grade three students performing in the top three bands

	2016	2019
Reading	67%	80%
Mathematics	42%	80%

Increase the percentage of grade five students performing in the top three bands

	2016	2019

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VICTORIA State Government

Reading	47%	80%
Mathematics	25%	80%

Staff Opinion Survey
Increase the score for academic emphasis from 72% to 90%

Student Attitudes to School Survey – percentage of students with appositive attitude

	2016		2020	
	Year 5	Year 6	Year 5	Year 6
Teacher effectiveness	78%	69%	90%	90%
Learning confidence	69%	69%	90%	90%

To build the capacity of students to be resilient, socially responsible and respectful in their relationships	Positive climate for learning - **Empowering Students and Building School Pride**	Embed the School Wide Positive Behaviour Support (SWPBS) approach across the school and in every classroom.	**Student Attitudes to School Survey – percentage of students with a positive attitude**
		Develop and implement a family/school partnership strategy.	
		Implement a resource-smart approach to sustainability across the school environment.	
		Develop a targeted approach to reduce student absenteeism	

Student Attitudes to School Survey – percentage of students with a positive attitude

	2016		2020	
	Year 5	Year 6	Year 5	Year 6
Student Safety	38%	15%	70%	70%
Classroom Behaviour	3%	8%	60%	60%
Student Morale	47%	46%	70%	70%
Student distress	47%	54%	70%	70%

Parent Opinion Survey
Increase parent positive opinion of behaviour management from 45% to 80%

Staff Opinion Survey
Increase staff score of trust in students and parents from 64% to 80%

Resources
See a 10% per student head decrease in energy bills

Student Absenteeism
Reduce the average number of student absence days from 17 (2016) days per student to 13 days per student in 2019

Framework for Improving Student Outcomes