**School Strategic Plan 2024-2028**

Wyndham Vale Primary School (5549)



Submitted for review by Christopher Johns (School Principal) on 14 September, 2024 at 10:50 AM  
Endorsed by Brent Richards (Senior Education Improvement Leader) on 17 September, 2024 at 11:08 PM  
Endorsed by Sharon Gatt (School Council President) on 30 September, 2024 at 11:25 AM

**School Strategic Plan 2024-2028**

Wyndham Vale Primary School (5549)

|  |  |
| --- | --- |
| School vision | Wyndham Vale Primary School's vision is 'Success for all in learning and wellbeing.'  We endevour to create a positive learning environment which successfully caters to the learning and wellbeing needs of all learners within the school community, ensuring all have an opportunity to suceed and thrive. |
| School values | Respect Responsibility Honesty  These values shape all that we do: and are the basis for the student behaviour matrix, which reflects behaviour both in the classroom and in the yard. We have the same expectations of our staff and parent community. |
| Context challenges | The school review identified some key contextual challenges facing the school at present many of these are attributed to a high turnover of staff in recent years which has resulted in inconsistencies of practice throughout the school.   The high staff turnover combined with the current teaching staff shortages has resulted in the school employing many new staff in the early stages of their teaching career (Graduates and Permission to Teach) who are continuing to develop their skills and understandings regarding effective teaching and learning practices including the school’s instructional models, universal wellbeing strategies including school wide positive behaviour structures and strategies.  The school has seen an increase in student disengagement throughout all cohorts which has attributed to concerning absence data which was not having the necessary interventions taking place to identify and support students at risk of chronic absences due to a lack of attendance processes.  The data obtained through the Staff Opinion Survey also identified that there was a disconnect in the area of school climate between principal/teaching staff and educational support staff based on their responses. This was further supported through engaging with educational support staff throughout the review where ES staff expressed challenges relating to confusion on role clarity, unclear communication channels which was proving to be extremely difficult when they were attempting to manage dysregulated or distressed students. |
| Intent, rationale and focus | Moving forward with the findings from the school review:  Intent: At Wyndham Vale Primary School our intention is to create a a positive environment focused on the successful development of learning and wellbeing for all.   Rationale: It is essential at Wyndham Vale Primary School that we have solid, consistent practices in place throughout our school in order to establish calm, predictable and orderly learning environments where all students can thrive.   Focus: The priority for our school is developing staff capacity in the areas of learning and wellbeing. This will include a focus upon building understandings of effective teaching and learning practices and pedagogies including the high impact teaching and wellbeing strategies and school’s instructional models to assist in the effective implementation of the Victorian Curriculum 2.0. There will also be focus on developing staff understanding of consistent universal wellbeing strategies including SWPBS and MTSS (Multi-Tiered Systems of Support) to further create positive learning environments which further support our cohort of students. A clear, targeted professional learning calendar, learning walks, coaching cycles and peer observations will be key drivers in ensuring this occurs in all areas throughout the school.  Priorities identified within our strategic plan will be strategically planned out across the next four years and concisely articulated within the annual implementation plans (AIP’s) with ongoing monitoring in an attempt to ensure we meet set targets and goals. |

**School Strategic Plan 2024-2028**

Wyndham Vale Primary School (5549)

|  |  |
| --- | --- |
| **Goal 1** | Maximise the learning outcomes for all students |
| Target 1.1 | By 2028, increase the percentage of students achieving in the Exceeding or Strong NAPLAN proficiency levels in:  Year 3:   * Reading from 63 per cent in 2023 to 68 per cent * Writing from 76 per cent in 2023 to 80 per cent * Numeracy from 58 per cent in 2023 to 63 per cent.   Year 5:   * Reading from 75 per cent in 2023 to 79 per cent * Writing from 71 per cent in 2023 to 76 per cent * Numeracy from 67 per cent in 2023 to 71 per cent. |
| Target 1.2 | By 2028, increase the percentage of equity funded Prep to Year 6 students achieving at and above their age expected level against the Victorian Curriculum in Semester 2 for:   * Reading and Viewing from 81 per cent in Semester 2, 2023 to 85 per cent * Writing from 70 per cent in Semester 2, 2023 to 75 per cent * Mathematics placeholder target to be confirmed with introduction of Mathematics Version 2.   Notes for this target:   * The panel agreed with DE advice to write a placeholder target for Victorian Curriculum Mathematics, due to the introduction of Mathematics Version 2.0 * Use the 2023 NAPLAN data for equity funded students as a reference point for this target. |
| Target 1.3 | By 2028, increase the positive endorsement by all staff in the School Staff Survey for the factors of:   * Understand curriculum from 73 percent in 2023 to 78 per cent * Academic emphasis from 64 per cent in 2023 to 69 per cent * Maintain Guaranteed and viable curriculum at 81per cent as in 2023. |
| Key Improvement Strategy 1.ay The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Develop and implement a whole-school approach for high expectations of and for learning. |
| Key Improvement Strategy 1.ay Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |
| Key Improvement Strategy 1.ay Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |
| Key Improvement Strategy 1.by The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen curriculum knowledge and pedagogical practices to improve the implementation of the Victorian Curriculum 2.0. |
| Key Improvement Strategy 1.by Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |
| Key Improvement Strategy 1.by Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |
| Key Improvement Strategy 1.cy Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Improve assessment practices to inform responsive and differentiated teaching practices. |
| Key Improvement Strategy 1.cy Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |
| **Goal 2** | Optimise the wellbeing of all students. |
| Target 2.1 | By 2028, increase the positive endorsement by Years 4 to 6 students in the Attitudes to Schools Survey for the factors of:   * Sense of connectedness from 70 per cent in 2023 to 75 per cent * Attitudes to attendance from 84 per cent in 2023 to 88 per cent * Respect for diversity from 70 per cent in 2023 to 75 per cent * Managing bullying from 61 per cent to 66 per cent * Teacher concern from 73 per cent in 2023 to 78 per cent * Effective classroom behaviour from 66 per cent to 71 per cent. |
| Target 2.2 | By 2028, increase the positive endorsement by ES staff in the School Staff Survey for the factors of:   * School climate from 68 per cent in 2023 to 73 per cent * Academic emphasis from 55 per cent in 2023 to 62 per cent * Collective efficacy from 63 per cent in 2023 to 70 per cent * Shielding and buffering from 37 per cent in 2023 to 50 per cent. |
| Target 2.3 | By 2028, increase the percentage of positive endorsement by parents in the Parent Opinion Survey for the factors of:   * Managing bullying from 72 per cent in 2023 to 77 per cent * Not experiencing bullying from 55 per cent in 2023 to 60 per cent * Promoting positive behaviour from 81 per cent in 2023 to 85 per cent. |
| Target 2.4 | By 2028, decrease the percentage of students with 20 or more absent days for:   * All Prep to Year 6 students from 41 per cent in 2023 to 36 per cent * Equity funded students from 43 per cent in 2023 to 39 per cent. |
| Key Improvement Strategy 2.ay The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Develop and implement the school’s multi-tiered systems of support for students. |
| Key Improvement Strategy 2.ay Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |
| Key Improvement Strategy 2.by The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Develop staff knowledge and implementation of inclusive classroom practices. |
| Key Improvement Strategy 2.by Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |
| Key Improvement Strategy 2.by Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |
| Key Improvement Strategy 2.cy The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Refine and implement the school’s processes and practices to enhance students’ engagement and attendance. |
| Key Improvement Strategy 2.cy Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |
| Key Improvement Strategy 2.cy Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |