

School Strategic Plan 2020-2024

Willow Grove Primary School (2520)



Submitted for review by Anthony Wilson (School Principal) on 04 September, 2020 at 12:56 PM

Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 04 September, 2020 at 02:19 PM

Endorsed by Mark Wilms (School Council President) on 10 November, 2020 at 03:15 PM

School Strategic Plan - 2020-2024

Willow Grove Primary School (2520)

School vision	At Willow Grove Primary School, we are a community of happy, health and resilient learners. We embrace challenges in all that we do and have high expectations of ourselves and others.
School values	Our values emphasis the character of our school and the expectations we have of all members of the school community. We value: Respect Resilience Teamwork Community
Context challenges	The current challenges of the school have been around writing and numeracy: There has not been a consistency of approach towards writing across the school and there is not an agreed curriculum or scope and sequence to ensure student growth in these areas. Although a part of the Moe Small School Cluster (Numeracy) for 5 years, the student growth as measured through NAPLAN has not been sufficient considering the resources dedicated, both time and finances. Student agency around their learning has been a challenge for the school and an area for improvement. Student's understanding where they are at in their learning, where they need to be and how they are going to get there has provided challenges. It is now seen, and agreed, by staff that need to be empowered and have true agency around their learning, not simply choice in how set tasks are presented.
Intent, rationale and focus	As a school, we are wanting to develop an agreed understanding and meaning as to what each writing genre means in each year and across the school. Once agreed upon, developing a whole school scope and sequence to ensure each genre of writing is taught at a time appropriate along the learning and developmental continuum of students. development of a whole school Guaranteed and Viable Curriculum will be developed across the whole school which will lead to the development of Proficiency Scales for each genre for each year level. This will give clarity as to Learning Intentions for staff and students around writing and help students determine their own learning journey; student agency around learning.

School Strategic Plan - 2020-2024

Willow Grove Primary School (2520)

Goal 1	To improve student outcomes in literacy
Target 1.1	By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN writing, based on a 4-year rolling average benchmark from 71per cent to 85 per cent.
Target 1.2	By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN based on a 4-year rolling average benchmark in: <ul style="list-style-type: none"> • spelling from 71 per cent in 2019 to 85 per cent • grammar and punctuation from 79 per cent in 2019 to 85 per cent
Target 1.3	By 2024 increase the percentage of Year 1–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as making at least one VC Level of learning progress in each school year will increase in writing from 36 per cent to 85 per cent.
Key Improvement Strategy 1.a Building practice excellence	Increase the effectiveness of quality practices in planning, instruction and assessment
Key Improvement Strategy 1.b Instructional and shared leadership	Build capacity of leadership to support high quality instructional practices
Key Improvement Strategy 1.c Curriculum planning and assessment	Implement intervention strategies and processes to support students requiring individual targeted, intensive support

Goal 2	To improve student outcomes in Mathematics
Target 2.1	By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN numeracy, based on a 4-year rolling average benchmark in numeracy from 68 per cent to 85 per cent.
Target 2.2	By 2024 increase the percentage of Year 1–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as making at least one VC Level of learning progress in each school year will increase in mathematics from 70 per cent to 85 per cent.
Key Improvement Strategy 2.a Curriculum planning and assessment	Build capacity of staff to develop and implement sequential learning units by expanding staff curriculum and assessment knowledge as a continuum of learning from foundation to year six
Key Improvement Strategy 2.b Evaluating impact on learning	Build capacity for data analysis and an understanding of data by teachers and students
Key Improvement Strategy 2.c Building practice excellence	Development and implementation of a school-wide model to scaffold mathematics
Goal 3	To create empowered learners who are actively engaged in and connected to their learning
Target 3.1	<p>By 2024 the following components of the student attitudes to school survey will show:</p> <ul style="list-style-type: none"> • student voice and agency will increase from 81 per cent in 2019 to 90 per cent • motivation and interest will increase from 85 per cent in 2019 to 90 per cent.

Target 3.2	<p>By 2024 the percentage of Year F-6 students meeting learning goals will be at 85 per cent or above to be measured from an established baseline level of achievement of learning goals in 2020 - 2021.</p> <p>(NB. This target will be measured primarily through a school developed data collection instrument to measure attainment of the more specific learning goals developed in Key Improvement Strategy 3c)</p>
Target 3.3	<p>By 2024 the following components of the school staff survey will show:</p> <ul style="list-style-type: none"> • teaching and learning, planning, understand curriculum will increase from 83 per cent in 2019 to 95 per cent • teaching and learning, implementation, understand formative assessment will increase from 67 per cent in 2019 to 95 per cent • teaching and learning, practice improvement, professional learning through peer observation from 33 per cent in 2019 to 90 per cent.
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Establish and monitor consistent feedback strategies in classrooms, teacher to student, student to teacher
Key Improvement Strategy 3.b Evaluating impact on learning	Development and implementation of a school developed data collection instrument to measure the achievement of learning goals. (N.B. Baseline achievement data to be established in 2020 - 2021)
Key Improvement Strategy 3.c Curriculum planning and assessment	Teachers will improve, further develop and share learning continuums with all students to improve the quality and precision of self-regulation and goal setting through collaboration