

School Strategic Plan 2021-2025

Willmott Park Primary School (5342)



Submitted for review by Carmela Guglielmino (School Principal) on 18 February, 2022 at 03:01 PM
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School Strategic Plan - 2021-2025

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School vision	<p>The vision of Willmott Park Primary School is to create an inclusive, supportive, and safe environment in which every child can learn, explore, and thrive. Students reach their full potential when they are happy, healthy, and safe, and all members of our community are welcome participants in our school. We acknowledge that student wellbeing is intrinsically linked to student learning outcomes and that our approach must emerge from that understanding.</p> <p>We pride ourselves on being an inclusive school where we actively welcome and support all our members. Our aim is to always deliver this philosophy in a practical manner: with time, staffing, resources, funding, and programs that build positive relationships across our school community and engage all learners. At Willmott Park Primary School, every student will be treated fairly and heard. We are proud of our diverse school community, and we have a strong and detailed history of ensuring, monitoring, and maintaining the wellbeing of our students. We will have this at the forefront of our practise to therefore ensure deep learning can occur within our classrooms.</p> <p>We understand that student wellbeing is only our starting point; developing confidence and resilience in each student is also a key foundation to all curricula. We will provide and support programs and environments that give our students space to explore and develop as individuals, and to build their collaborative skills. This will occur in a way that nurtures experimentation and risk-taking, where the making of mistakes is seen as a natural part of the learning process and a gateway to further understandings. We value the importance of not only student voice, but student agency. We will develop and refine our ability to provide curricula that respects a more empowered positioning of students to be active agents in their own learning. As educators we have an active role to play in supporting this agency, and we will continue to do so within the classroom but also through the provision of a range of specialist and extra-curricular activities that develop the whole child in a holistic manner.</p> <p>As a result of catering for the whole child, students learn to build relationships, be literate, numerate, and curious. Our commitment to developing the literacy and numeracy skills of every student throughout their primary schooling years will continue to be shaped by a researched, refined, and collaborative implementation of the Victorian Curriculum based on detailed school policies and understandings, and initiatives from the Department of Education and Training. Our work in developing the voice and agency of every student succeeds through the thorough implementation of strong Reading, Writing and Mathematics programs that are based on extensive research and supported by instructional models that are understood by all teaching staff.</p> <p>The staff of Willmott Park Primary School are dedicated to our culture of continuous improvement in academia through the Department of Education and Training's Framework for Improving Student Outcomes and the implementation of the Framework for Improving Student Outcomes 2.0. Furthermore, we pride ourselves on maintaining high standards of teaching and learning that result</p>
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	<p>in exemplary student outcomes. We will maintain this culture through an understanding that education and teaching is at its core and where supporting each other's professional practice results in improved teaching and learning outcomes. We will maintain and build upon this culture of continuous improvement through detail planning by the school's leadership that will involve numerous strategies including, but not limited to, the Professional Development Cycle; the provision of coaching and learning walks by the Learning Specialists for Professional Learning Communities and all teachers, but particularly those in their first few years of teaching; the initiatives of the School Improvement Teams; researched-based Professional Learning Community Inquiry Cycles, and the support of the initiatives of the Department of Education and Training as well as outside professionals and agencies.</p> <p>We will champion the place that student data has in ensuring our school's vision is achieved. Both wellbeing and academic data will underpin and inform our practice from a whole-school leadership level to a one-on-one intervention level, with vigorous processes in place for the monitoring and the structured discussion of data. We will provide our teaching staff with professional development that expands their data and assessment literacy into their understanding of the practical implications of academic and wellbeing data across the school (whether that be from NAPLAN or highly targeted individualised student assessments to formative assessment and the effective monitoring of student progress, or School Wide Positive Behaviour Support data). We will understand the importance of discussing the use of data in an open manner and supporting each other with its use through Professional Learning Community Inquiries.</p> <p>The vision of Willmott Park Primary School is to create an inclusive, supportive, and safe environment in which every child can learn, explore, and thrive. We are excited for the future of our school, its students, and the journey our community will undertake together. We want our students to be lifelong, resilient, respectful and impassioned learners.</p>
<p>School values</p>	<p>At Willmott Park Primary School, we believe that students learn best when they feel safe, valued, and are engaged. As such, our staff will provide an environment that nurtures growth, resilience, and self-esteem. Our school recognises the importance of the partnership between our school and parents/carers to support student learning, engagement, and wellbeing. We share a commitment to, and a responsibility for, actively creating an inclusive and safe school environment for our students as they grow and transition into high school.</p> <p>Willmott Park Primary School has in place a set of core values that underpin the vision of the school. The values are unique to our school because they have been developed by our community, but additionally are all linked through their direct relationship to the nine core values of Australian schools as outlined in the National Framework for Values Education.</p> <p>Willmott Park Primary School has three school values that provide a basis for decision-making, shape the way people work together through shared expectations and norms, and helps us to remain focused on what is important. They are RESPECT, RESPONSIBILITY and ACHIEVEMENT. These values are embedded through the fabric of our school community through our School Wide Positive Behaviour Support Matrices for students, staff, and community members.</p>

	<p>To celebrate and embed our values and philosophy in our school community, we constantly: teach the values through the ‘Welcome to Willmott’ start up program; revisit the staff, student and parent Matrices of Expectations through the School Wide Positive Behaviour Support Program; revisit the values weekly through our Wellbeing lessons; display posters and banners that promote our values in our school environment; celebrate and promote our values in our school newsletter; provide awards and recognition for students who actively demonstrate the values; and discuss our values with students in the classroom, meetings and assemblies.</p> <p>Our three school values work in tandem with our school mission to underpin an educational environment and community that is focused on our vision. It is clearly understood throughout our school that our mission is to ensure all students have a right to learn, all teachers have a right to teach and that everyone has the right to feel safe and included.</p> <p>Finally, Willmott Park Primary School complements its values with a Positive Behaviour Purpose Statement that forms an additional grounding point for our work and vision. Our Positive Behaviour Purpose Statement states that “at Willmott Park Primary School we provide a safe and inclusive learning community where students are responsible and respectful. We empower students to have a voice and achieve through an engaging and diverse curriculum.”</p> <p>At Willmott Park Primary School, it is our common belief that our school vision and work as educators is built upon these three values, our school mission, and our Positive Behaviour Purpose Statement. These three are inter-reliant in a daily, visible and practical manner that provides a shared understanding of our core purpose to our students, our staff and our community.</p>
<p>Context challenges</p>	<p>Willmott Park Primary School is located in Craigieburn, approximately thirty kilometres north of Melbourne’s Central Business District. The school was opened in 1995 with one hundred students and presently enrolls approximately seven hundred and twenty students. The staffing profile of the school includes 51.7 fulltime equivalent (FTE) staff and 21.1 Education Support (ES) staff. The school has seen several infrastructure upgrades during that time, primarily in 2008 and 2013. Furthermore, the school houses a Deaf Facility and we have a number of students that are hearing impaired among our student population.</p> <p>The school provides an approved curriculum framework addressing the needs of students in all year groups. Students follow the Victorian Curriculum through the Kath Murdoch Inquiry Model including the specialist subjects of AUSLAN, STEAM, Physical Education (and PMP), Music, and Visual Arts. Furthermore, the school provides a detailed and specific set of enrichment programs in all year levels; these include Willmott Wonders, Super Fun Happy Time, Passion Projects and Genius Hour. We are proud of the depth and scope of support and intervention programs across the school, which include INSPIRE (our Tier II intervention program), and our Learning Lab. Additionally, the school is currently actively developing and investing in the growth of Digital Technologies across all year levels.</p> <p>Over the course of our short history our demographic has changed significantly, and we are proud of the diversity of our community and the strength it brings to our school. Over 20% of our families have Indian heritage, and we also have significant numbers with Sri Lankan, Iraqi, Pakistani, New Zealand, Lebanese, Turkish, Somali and Nepalese backgrounds. Approximately 45% of our students speak English as an Additional Language (EAL). We have a high percentage of students with a refugee background, and almost 9% of our students are funded under the Program for Students with Disabilities. 1.55% of our students have an Indigenous background.</p>

	<p>The Student Family Occupation (SFO) index in 2019 was 0.5067 and the Student Family Occupation Education (SFOE) was 0.4141.</p> <p>Key Challenges: Our school's self-evaluation and review have highlighted several challenges that will continue to be a focus over the coming years. They include: continuing our work in Professional Learning Communities, ensuring consistency in the use and understanding of the school's Instructional Models, continuing to personalise student learning (particularly assisting staff to understand the continuum of learning and using it to teach at each students' point of need), continuing to build robust assessment literacy among the staff, employing formative assessment (particularly as a way to inform learning goals), implementing peer observations and learning walks (through structured opportunities and accountability), building greater student voice and agency in learning (particularly feedback and reflection strategies and the construction of challenging learning goals), and creating learning partnerships.</p> <p>While all of the above will provide direction for the school over the next Strategic Plan Cycle; after discussion and consultation throughout the School Review, we believe that these particular challenges are key to our school's success and require immediate and sustained attention:</p> <ol style="list-style-type: none"> 1. Embedding the use and understanding of the school's Instructional Models, and 2. Ensuring consistent understanding of the use of student data and formative assessment to evaluate a student's next steps on the continuum of learning and develop the staff's pedagogical knowledge alongside this.
<p>Intent, rationale and focus</p>	<p>Over the next four years, Willmott Park Primary School will create an environment in which every child can learn, explore, and thrive. We will also embed a culture of this environment for our staff where they are given time and opportunity to extend their professional knowledge and collaborate in the implementation of new, engaging and evidence-based pedagogy.</p> <p>As such, we understand that student wellbeing is intrinsically linked to student learning outcomes and our approach will emerge from that understanding. As acknowledged in our School Review, our rigorous and evidence-based approach to student wellbeing has borne excellent results. Our aim will be to continue what have put in place and, where necessary, develop these processes through professional development, outside support and explicit internal guidelines and expectations.</p> <p>We will develop and deliver a guaranteed, innovative, and stimulating high-quality curriculum that promotes learning growth and achievement for all our students.</p> <p>We will build teacher practice excellence and capacity to consistently employ evidence-based, high impact teaching strategies based on the agreed teaching and learning framework. We will focus on embedding our school's instructional models across all areas of the curriculum to enable consistent, high-quality teaching in every classroom. Using our Professional Learning Communities, we will build consistency and rigor in assessment practices (particularly with formative assessment), working to strengthen teacher data and assessment literacy to target every individual student's learning needs on the continuum of learning.</p> <p>We will establish a community of reflective, engaged practitioners focused on continuous school improvement by ensuring teacher practice is focused on maximising the potential of every student through a strengthened culture of collaboration, shared responsibility, and collective accountability in teams and across the whole school.</p> <p>We will embed a peer observational practice and learning walk program to give staff increased opportunities to learn from their colleagues, share curriculum, pedagogical and assessment approaches, and give and receive feedback and reflect on their practice. We will develop confidence and resilience in our students, and environments that give them space to explore and develop as</p>

individuals. We will nurture experimentation and risk-taking, where mistakes are seen as a natural part of the learning process and a gateway to further understandings. We will refine our ability to provide curricula and establish structured processes for feedback and reflection that respect a more empowered positioning of students to be active agents in their own learning. This will include providing our students with the vocabulary to participate and initiate these conversations and a framework for them to move their learning forward.

We will place a strong emphasis on developing relationships between the students, teachers, and parents to establish a positive and inclusive learning environment for all. Communication and transparency with the parental Willmott community will be another priority including open sessions or virtual sessions, and so will the availability for parent learning at the school through WebEx and guest speakers available.

We are very excited for the future of our school and the journey our community will undertake together.

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Goal 1	To improve student learning outcomes for every student in literacy and numeracy
Target 1.1	<p>By 2025 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading from 47 per cent (2021) to 55 per cent (2022: 48 per cent, 2023: 51 per cent, 2024: 53 per cent)• Writing from 50 per cent (2021) to 58 per cent (2022: 51 per cent, 2023: 54 per cent, 2024: 56 per cent)• Numeracy from 28 per cent (2021) to 34 per cent (2022: 29 per cent, 2023: 30 per cent, 2024: 32 per cent) <p>Year 5</p> <ul style="list-style-type: none">• Reading from 33 per cent (2021) to 41 per cent (2022: 34 per cent, 2023: 37 per cent, 2024: 39 per cent)• Writing from 23 per cent (2021) to 31 per cent (2022: 24 per cent, 2023: 27 per cent, 2024: 29 per cent)• Numeracy from 21 per cent (2021) to 27 per cent (2022: 22 per cent, 2023: 23 per cent, 2024: 25 per cent)
Target 1.2	<p>By 2025 the percentage of Year 5 students assessed as ‘above’ benchmark growth in NAPLAN to be:</p> <p>Year 5</p> <ul style="list-style-type: none">• Reading from 23 per cent (2021) to 33 per cent• Writing from 23 per cent (2021) to 33 per cent

	<ul style="list-style-type: none"> • Numeracy from 14 per cent (2021) to 24 per cent
<p>Target 1.3</p>	<p>By 2025, the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 will increase:</p> <p>English</p> <ul style="list-style-type: none"> • Reading from 12 per cent in 2020 to 20 per cent • Speaking and Listening from 3 per cent in 2020 to 15 per cent • Writing from 9 per cent in 2020 15 per cent <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 17 per cent in 2020 to 23 per cent • Measurement and Geometry 9 per cent in 2020 to 15 per cent • Statistics and Probability 7 per cent in 2020 to 15 per cent
<p>Target 1.4</p>	<p>By 2025, improve the percentage of positive endorsement on SSS teaching & learning -planning module for the components of:</p> <ul style="list-style-type: none"> • Teacher collaboration from 59 per cent (2020) to 70 per • Collective focus on student learning from 67 per cent (2020) to 75 per cent • Collective Efficacy from 62 per cent (2020) to 75 per cent • Understand how to analyse data from 69 per cent (2020) to 75 per cent • Professional Learning through peer observation from 41 per cent (2020) to 60 per cent

Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to use data to inform teaching, learning and assessment at the student's point of need
Key Improvement Strategy 1.b Curriculum planning and assessment	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice, to improve student learning outcomes.
Goal 2	To improve student engagement in learning.
Target 2.1	By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: <ul style="list-style-type: none"> • student voice and agency from 73 per cent (2019) to 80 per cent • stimulated learning from 81 per cent (2019) to 86 per cent • sense of connectedness from 81 per cent (2019) to 86 per cent
Target 2.2	By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: <ul style="list-style-type: none"> • stimulating learning environment from 85 per cent (2020) to 87 per cent • student motivation & support from 76 per cent (2020) to 80 per cent • student agency and voice from 84 per cent (2020) to 89 per cent
Target 2.3	By 2025, improve the percentage of positive endorsement on SSS teaching & learning -planning module for the components of: <ul style="list-style-type: none"> • Use student feedback to improve practice from 66 per cent (2020) to 75 per cent

Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop a consistent whole school understanding and approach to student agency and voice in learning
Key Improvement Strategy 2.b Empowering students and building school pride	Build teacher and student capacity to have a consistent understanding, and implementation of strategies that support quality feedback
Goal 3	To develop confident, resilient students equipped to thrive in the contemporary world
Target 3.1	By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: <ul style="list-style-type: none"> • resilience from 83 per cent (2019) to 87 per cent • respect for Diversity from 80 per cent (2019) to 85 per cent
Target 3.2	By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: <ul style="list-style-type: none"> • Teacher communication from 76 per cent (2020) to 80 per cent • Student motivation and support from 76 per cent (2019) to 80 per cent • confidence and resilience skills from 84 per cent (2019) to 88 per cent
Key Improvement Strategy 3.a Health and wellbeing	Embed the school's processes for supporting resilience and wellbeing
Key Improvement Strategy 3.b Building practice excellence	Strengthen partnerships and engagement with parents, carers and families

Key Improvement Strategy 3.c
Global citizenship

Strengthen and deepen cultural diversity learning and inclusive practices (including First Nations people), with the school community