

School Strategic Plan for Westall Primary School Southern Metropolitan Region 2011-2014

Reviewer-Carolyn Woodhouse

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Richard Lloyd</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Heidi Samason</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name Judi Gurvich</p> <p>Date.....</p>

School Profile

Purpose	<p>A school only exists to meet the aspirations, needs and education of children. At Westall Primary School we believe all students have the right to equal access to a high quality education. Our community highly regards, encourages and sets expectations for lifelong learning.</p>
Values	<p>The Westall Primary School community values:</p> <ul style="list-style-type: none">• the partnership between parents and teachers in the children's education• the provision of a safe, caring, stimulating environment• fostering a positive approach to a healthy lifestyle• an environment in which children will develop responsibility and self-discipline• the belief that all students at the school can achieve their potential
Environmental Context	<p>Westall PS is located in Clayton, an industrial and residential suburb in the South East of Melbourne. The school services the local residential area. The school is celebrating its 50th anniversary in 2011 having been established in 1961, and caters for students from Prep to Year 6. The enrolment of the school in 2011 is 202; the enrolment during the review period from 2008 to 2011 has declined significantly and steadily from 238 in 2008, though the anticipated enrolment for 2012 is 210 students. The reason for the decline in enrolment is partly due to the fact that the school is in close proximity to Monash University, and the housing that was available for families in the area is now being targeted as student accommodation.</p> <p>The SFO index for Westall PS is 0.71. The school is very multi-cultural and in a low socio-economic area. The largest of the multi-cultural groups are from the Cook Islands, with others from India, Bangladesh, South East Asia, and, more recently Saudi Arabia, among others. The percentage of students whose family is in receipt of the Education Maintenance Allowance (EMA) is 60% reflecting the families who live in the public housing provided in the surrounding area. There are over 75% of families with a LBOTE, where a parent speaks a language other than English in the home. Currently there is only one family with Koorie background; however that may increase shortly to 5. The school receives \$14,000 in Equity funding each</p>

year, used with the teaching staff to help make class sizes smaller and increase specialist options. There is significant English as a Second Language (ESL) provision in the school, which receives \$145,000 in ESL funding. This supports the employment of two Multi-Cultural Aides to work with the students in the classroom, and the program which is Withdrawal in First Phase and in the classroom support thereafter. There are 3 students funded on the Program for Students with Disabilities (PSD) covering intellectual disability, physical disability and hearing impaired students. These students receive support from an Integration Aide funded under the Student Support Program funding, and all monies are spent on aide support

There are 10 classes based on composite grades apart from one Year 2. While this was done to accommodate the student numbers at each level, which range from 26 to 36, it has facilitated team teaching at the Prep-1 and Year 3/4 levels which has enhanced the pedagogy at those levels. Average class sizes are 22 students, with no class above 24. The curriculum covers all areas of the VELS framework with specialist teachers provided for ICT, Physical Education, Literacy Support, Reading Recovery, Library and ESL. The school has an arrangement with the adjoining secondary school to offer Music, Food Studies and Woodwork to the primary students. Language other than English (LOTE) is offered at the school as COTE (Cultures other than English) at Year 3 to 6.

The facilities are varied in age and condition. The main part of the school consists of the original light timber construction (LTC) buildings which are in poor condition though they have been fitted with air conditioning, are very clean and attractively presented, with plenty of student work displayed. The \$2 million allocated through the Commonwealth Building the Education Revolution (BER) program was used to build a Learning Centre, including a further 4 classrooms with large flexible open learning space. Some of the junior school classrooms have also been remodelled to fit with the open plan style of learning spaces. Each classroom has an Interactive Whiteboard (IWB), four to five networked computers, with additional laptops, iPads and iPods used throughout the school. Specialist classrooms include Creative Arts, large Hall/Gymnasium, music room, well equipped Library/Learning Technologies centre and canteen. The school is currently negotiating with Kingston Council, the Southern Metropolitan Region (SMR) and State Government for new facilities to incorporate Kindergarten, multi-cultural arts precinct and day care facility.

The grounds are extensive. Students have access to an oval, with cricket, football and soccer facilities, two basketball courts, two netball courts, 100m 2 lane synthetic running track, handball/bat tennis courts and three sets of shaded adventure playground equipment. There is a vegetable garden that students run through a classroom program. The ground and surrounds of the school are well maintained, with no rubbish and no

graffiti evident.

The parent community has mixed levels of involvement in the school. Some parents are reluctant to become involved in school activities. Involvement is usually limited to attending sausage sizzles and excursions. Parents do get involved in the Multicultural days and the performances that students undertake. The canteen is by a parent in partnership with the City of Kingston. School Council has its positions filled as a general rule, though elections are not necessary. The School Council was involved in providing input for the SSE. The school is involved with a community organisation called Family Life, which works with the school to operate a “Creating Capable Leaders” program which is building connections with parents and the school, self esteem programs and a Breakfast Club.

The staffing profile consists of the Principal, Assistant Principal (0.5 teaching EFT) responsible for ICT, daily routine, transitions, Casual Relief Teachers (CRT), timetables; Leading Teacher (1.0 EFT) - Literacy coach, reading recovery, welfare - non classroom; 10 Expert Teachers (9.8 EFT), 1 Accomplished teachers (1 EFT) and 1 Graduate teachers (1.0 EFT). In addition there are 3 (1.8 EFT) Teacher Aides, who support the teaching staff; a Business Manager (0.6 EFT) and an Administration Support Officer (1.0 EFT) who support the administration.

Apart from the Principal appointment and a graduate there have been no major moves, though there are some significant retirements expected. There are four staff members who have been at the school for around 30 years and another three over 20 years - half the teaching staff over 20 years. There is a staffing deficit that will work through soon due to retirements. The Principal Mr Richard Lloyd was appointed to the school at the end of 2009. He had previously been an Assistant Principal in other primary settings, prior to this appointment.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<p>To optimise literacy and numeracy learning and improve the educational outcome across the whole range of student ability.</p>	<p>NAPLAN Reading, Writing and Number:</p> <ul style="list-style-type: none"> • Year 3 – 90% students to be at Band 3 or above and 65% at Band 4 or above. • Year 5 – 90% students to be at Band 5 or above and 70% at Band 6 or above. • Matched cohort data for NAPLAN is at the 70th percentile or above <p>VELS Teacher Judgements Reading, Writing, Oral Language and Number:</p> <ul style="list-style-type: none"> • Each student moves at least 0.5 of a VELS level per year. • At each year level 90% of students at expected level • At each year level 10 % of students at or above 0.25 above expected level. 	<ul style="list-style-type: none"> • Develop a school wide approach to teaching and learning with a focus on embedding exemplary teaching practice • Build the capacity of teachers to differentiate learning and take responsibility for individual and cohort growth.
Student Engagement and Wellbeing	<p>To continue to improve student engagement and wellbeing through building staff capacity to deliver high quality and engaging teaching and learning programs.</p> <p>To improve student engagement by</p>	<p>Staff Opinion Data: Learning Environment to be at or above 85; Professional Interaction to be at or above 83; Curriculum Coordination to be at or above 78.</p> <p>Student Opinion Data: Learning Confidence to be at or above 4.1, Student Motivation to be at or above</p>	<ul style="list-style-type: none"> • Extend the use of ICT and multimedia to be an important component of all elements of teaching and learning practices by linking this to student engagement and the application of the Ultranet.

	further reducing student absences.	<p>4.6. Parent Opinion Data: Learning Focus to be at or above 5.65. Attendance: The Prep – 6 mean for student absences will be at or below 12 days.</p>	<ul style="list-style-type: none"> • Progress improvement in school organisational health through the Wellbeing Team and broad staff involvement. • create a high awareness with parents of the links parent participation in learning activities and good attendance.
Student Pathways and Transitions	To improve student outcomes through well developed Transitions and Pathways from Kindergarten to Year Six.	<p>Parent Survey The Transition variable will be sustained at or above 6.2 on the 7 point scale for each year of the strategic plan.</p> <p>Student Learning Data Teacher assessments and on demand testing will indicate learning growth of at least 0.5 VELs level for all students each year.</p> <p>The school will also consider a joint project with Westall Secondary College to monitor all progress, e.g. through the Year 7 NAPLAN tests and liaising with coordinators.</p>	<p>Use a wide range of data to strengthen the capacity of all teachers to practice differential, evidence-based teaching in their classrooms.</p> <p>Improve the promotion of the school to the community</p> <p>Improve the intra-school transition processes</p>

School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<ul style="list-style-type: none"> • Develop a school wide approach to teaching and learning with a focus on embedding exemplary teaching practice • Build the capacity of teachers to differentiate learning and take responsibility for individual and cohort growth. 	Year 1	<ul style="list-style-type: none"> ▪ Continue to develop collaborative teaching practices within teams including Play Based Learning for prep-2's ▪ Introduce Professional Learning Communities into the school. ▪ Increase the use of data to inform teaching practices ▪ Further extend the use of E5 amongst staff 	▪
	Year 2	<ul style="list-style-type: none"> ▪ Continue to develop collaborative teaching practices within teams including Play Based Learning for prep-2's ▪ Continue with Professional Learning Communities into the school. ▪ Continue to use data to inform teaching practices ▪ Further extend the use of E5 amongst staff 	▪
	Year 3	<ul style="list-style-type: none"> ▪ Continue to develop collaborative teaching practices within teams including Play Based Learning for prep-2's ▪ Continue with Professional Learning Communities into the school. ▪ Continue to use data to inform teaching practices ▪ Further extend the use of E5 amongst staff 	▪
	Year 4	<ul style="list-style-type: none"> ▪ Continue to develop collaborative teaching practices within teams including Play Based Learning for prep-2's ▪ Continue with Professional Learning Communities into the school. ▪ Continue to use data to inform teaching practices ▪ Further extend the use of E5 amongst staff 	▪
<ul style="list-style-type: none"> • Extend the use of ICT and multimedia to be an important component of all elements of teaching and learning practices by linking this to student engagement and the application of the Ultranet. • Progress improvement in school organisational health through the Wellbeing Team and broad staff 	Year 1	<ul style="list-style-type: none"> ▪ Purchase a set of 36 I-Pads for use throughout the school. ▪ All students to be logged on to the Ultranet ▪ Parent information meetings at beginning of year to also stress importance of regular attendance at school and how to best support . 	▪
	Year 2	<ul style="list-style-type: none"> ▪ Teachers to use I-Pads (and other ICT devices) in a variety of uses throughout the school. ▪ All students to be regularly using the Ultranet ▪ Parent meetings at beginning of year to also stress importance of regular attendance at school. 	▪

<p>involvement.</p> <ul style="list-style-type: none"> • Create a high awareness with parents of the links parent participation in learning activities and good attendance. 	Year 3	<ul style="list-style-type: none"> ▪ Teachers to use I-Pads (and other ICT devices) in a variety of uses throughout the school. ▪ All students to be regularly using the Ultranet ▪ Parent meetings at beginning of year to also stress importance of regular attendance at school. 	▪
	Year 4	<ul style="list-style-type: none"> ▪ Teachers to use I-Pads (and other ICT devices) in a variety of uses throughout the school. ▪ All students to be regularly using the Ultranet ▪ Parent meetings at beginning of year to also stress importance of regular attendance at school. 	▪
<ul style="list-style-type: none"> • Use a wide range of data to strengthen the capacity of all teachers to practice differential, evidence-based teaching in their classrooms. • Improve the promotion of the school to the community • Improve the intra-school transition processes 	Year 1	<ul style="list-style-type: none"> ▪ Introduce Professional Learning Communities into the school. ▪ Promote the school's Prep transition programs more widely through local kindergartens with kinder visits, new brochures and posters.. ▪ Introduce transition programs earlier in the year to entice new students. ▪ Introduce whole school Transition between levels in term 4. 	▪
	Year 2	<ul style="list-style-type: none"> ▪ Continue with Professional Learning Communities into the school. ▪ Continue topromote the school's Prep transition programs more widely through local kindergartens with kinder visits, new brochures and posters.. ▪ Expand on transition programs earlier in the year to entice new students. ▪ Expand on whole school Transition between levels in term 4.and Yr 6'ss with WSC. 	▪
	Year 3	<ul style="list-style-type: none"> ▪ Continue with Professional Learning Communities into the school. ▪ Continue topromote the school's Prep transition programs more widely through local kindergartens with kinder visits, new brochures and posters.. ▪ Expand on transition programs earlier in the year to entice new students. ▪ Expand on whole school Transition between levels in term 4.and Yr 6'ss with WSC. 	▪
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