Sunbury West Primary School 5006 Strategic Plan 2016 - 2019

School vision	School values	Context and challenges	Intent, rationale and focus
In the safe, caring and stimulating environment of Sunbury West Primary School, each child is given the opportunity and encouragement to strive towards his / her maximum potential as a confident individual and responsible member of society. The school's motto is, *'Together we learn. Together we grow.'*	As a school we value: students as independent and empowered learners, self-belief, self -worth and mutual respect between all members of our school community, a strong sense of belonging and connectedness enabling our students to become resilient and active members of their community, and a strong home / school partnership with a positive school spirit. NB: The school will undertake a process of re-defining the school's value during the first year of the Strategic Plan	There is a downward school enrolment trend that is consistent with forward population predictions. Enrolment is currently 264 students. Families are drawn from the local and surrounding area. The SFOE index is 0.4703 and has been relatively stable. The overall socio-economic index indicates a mid socio-economic school community where school achievement could be expected to be around state means. Generally, the school has performed similarly to other schools given the background characteristics of students. There are few families where English is an additional language (EAL) and the school has a program for students with disabilities (PSD). In 2016, the school has qualified for some equity funding to address any educational disadvantage. The staffing profile includes a principal and assistant principal, 14 EFT teachers and a mix of part-time education support staff totalling 3.0 EFT. Most staff are experienced teachers with few graduate teachers. There are 12 classes and 3 specialist programs are supported by a skilled and committed teaching and support team. Given declining enrolments and the current staffing profile, the school has been combatting a financial deficit for a number of years. Recent, but undeterminable sustainability of equity funding is crucial to the development and implementation of goals over the life of the strategic plan. The allocation of resources to facilitate ongoing approaches to collaborative professional learning is paramount to building staff capacity and currency of knowledge, skills and understandings in a climate of 21st century learning.	The over-arching intent of the strategic plan is to enhance pedagogical practices and content knowledge in Literacy and Numeracy to improve student learning outcomes. Data suggests that a clear focus on achieving expected learning growth or greater for students and increasing the numbers of students who excel in literacy and numeracy will be key to improving student performance. The work of professional learning teams will be enhanced through shared planning time where teachers analyse student assessment data, plan for a guaranteed and viable curriculum that meets the needs of each student and share teaching and learning practice. The school will continue to build teaching skills through professional learning and coaching to ensure research-based teaching and learning practices are consistent across the school. Focus will be given to documenting sequential essential skills to guide planning. Mathematics will be a priority followed by writing in years 3-6 and building strong core literacy and numeracy skills in F-2. The focus for improving student outcomes is *Excellence in teaching and Learning* - *Building Practice Excellence* - *Curriculum Planning and Assessment* -

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)
To improve student learning growth in literacy and numeracy across the school. _Theory of action:_ _If the school builds the content knowledge and explicit instructional practice of every teacher and staff member through a strong professional learning community then student learning growth will improve across the school._	**Excellence in teaching and learning** _Building Practice Excellence_	_**Build a strong professional learning community that embeds documented and agreed, consistent research-based teaching and learning practices.**_ • Create a climate that supports ongoing, work-embedded professional learning into daily teaching and learning, assessment and planning practices • Use research and evidence based practice to plan for and deliver high quality teaching and learning programs that enhance student learning outcomes • Create a collaborative approach to professional leaning based on best practice models that engage staff in peer observation, modelling, coaching and feedback • Build an instructional leadership model that promotes sustained, evidence based practice within teams and across all levels of the school	• To obtain mean factor scores in the Attitudes to School Survey for Student Motivation in the 4th quartile • To obtain mean factor scores in the Attitudes to School Survey for Stimulating Learning in the 4th quartile • To obtain mean factor scores in the Attitudes to School Survey for Teacher Effectiveness in the 4th quartile
ACHIEVEMENT **To improve student learning growth in literacy and numeracy across the school.** _Theory of action:_ _If the school builds the content knowledge and explicit instructional practice of every teacher and staff member through a strong professional learning community then student learning growth will improve across the school._	**Excellence in teaching and learning** _Curriculum Planning and Assessment_	_**Progressively develop and implement a guaranteed and viable curriculum with a focus on mathematics and English.**_ • Establish agreed and consistent ways of working and protocols in relation to individual, team and whole school curriculum planning and assessment • Plan for, develop, implement and review teaching and learning programs to evaluate their impact on and improve student learning outcomes • Embed formative assessment, feedback and goal setting into planning for Literacy and Numeracy • Strengthen staff data literacy in the collection, analysis and diagnostic use of assessment data that drives the development of tailored teaching and learning programs • Build staff capacity in research based pedagogical practices (Visible Learning)	
ENGAGEMENT **To strengthen student voice in their learning and develop creative, curious and motivated learners.** _Theory of action:_ _If students have a voice in their learning and staff have high expectations and design authentic, relevant and challenging tasks student engagement and curiosity will flourish._	**Positive climate for learning** _Empowering students and building school pride_	• Promote greater opportunities for students to give and receive feedback, to set individual goals, to reflect, to evaluate and grow as independent learners. • Design curriculum that stimulates interest, curiosity and critical thinking and enables students to connect with their community and globalized world.	• To increase the mean factor scores in the Attitudes to School Survey for Student Motivation from 4.41 – above the state mean 4.54 • To increase the mean factor scores in the Attitudes to School Survey for Stimulating Learning from 3.85 – above the state mean 4.16 • To increase the mean factor scores in the Attitudes to School Survey for Teacher Effectiveness from 4.21 – above the state mean 4.42

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WELLBEING	Positive climate for learning	Implement a coherent health and wellbeing framework and supporting programs. (KidsMatter)	•To obtain mean factor scores in the Attitudes to School Survey for Behaviour in the 4th quartile
To build a positive learning community that encourages confident, healthy and resilient students.			
		Build effective communication processes and partnerships with parents, stakeholders, network schools and the community.	•To obtain mean factor scores in the staff opinion survey in the areas of trust in students and parents in the 4th quartile
To build effective home-school, stakeholder and community partnerships.	*Empowering students and building school pride*		•To obtain mean factor scores on the Parent Opinion Survey for Student Safety and Classroom Behaviour in the 4th quartile
Theory of action: *If there is a whole school framework driving the school's approach to fostering student health and wellbeing then social skills, resilience and confidence will be built.*			

Framework for Improving Student Outcomes

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