

PRESTON WEST PS 3885 Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Cheryl Bondeson [date][name].....[date][name].....[date]
School council: Bo Li [date][name].....[date][name].....[date]
Delegate of the Secretary: Graham Stevenson [date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>School Vision Preston West Primary School is committed to providing a learning environment and educational programs which will motivate, challenge and support students to become life long learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, cultural diversity and the rights of all are highly valued and respected.</p> <p>School Narrative At Preston West Primary School we take pride in the quality of education we offer to our students. We aim to create lifelong learners through a comprehensive range of programs that reflect the diversity and inclusivity of our community. This makes our school a richer, stronger and valuable place to be. Strong relationships are an important feature of our school. Our staff, students, school council and parents work together to do their best for our school. We have high expectations of our students and encourage them to reach their full potential by equipping them with the skills they will need in the future. Our students are confident, curious, respectful and engaged. They have a genuine sense of fairness, are willing to give things a go both as individuals and as part of a team and enjoy the challenges involved in learning. Our school has a strong sense of history. The school motto, 'Duty First', coined in 1915, provides a rich historical base. People from far and wide have attended Preston West Primary School and reflect on their many happy memories of their education. Over recent years the numbers of student enrolments have greatly increased. We need to keep the traditions of the past, maintain our emphasis on the student at the core of our work to ensure they can achieve their personal best and continue to strive for excellence in a school where strong community links are central to our work.</p>	<p>School Value: LEARN</p> <p>Leadership in our actions and behaviour. As exemplary leaders we demonstrate responsibility, fairness, kindness, honesty, loyalty and cooperation with other students, teachers and parents within our school environment and in our community.</p> <p>Excellence in our learning and interactions with other people. We strive to achieve high expectations in our daily learning endeavours and celebrate our successes. We demonstrate fair play and encourage the achievements of others.</p> <p>Acceptance of others. We understand and celebrate the array of abilities, backgrounds, beliefs and opinions of other people. We value our rich multicultural community and acknowledge our diversity is our strength.</p> <p>Respect for ourselves, other students, teachers, our parents, the wider community and our environment. We value and acknowledge every person as an individual who deserves to be treated with appreciation and dignity. We respect the work, ideas and belongings of others.</p> <p>Never giving up on ourselves or others. We demonstrate persistence and resilience in the pursuits of higher learning and to become well rounded individuals socially and emotionally. We also show support, helpfulness and care for others and to assist them in the attainment of their goals.</p>	<p>Established in 1915, Preston West Primary School is located in a residential area of Darebin in close proximity to transport networks and the High Street shopping precinct. The school provides a comprehensive, challenging and inclusive learning environment that focuses on developing all students to their full potential. Preston West Primary School has spacious play and garden areas. The original double storey brick building accommodates a number of classrooms and the main office area. In order to meet the needs of a growing student population, classroom spaces have increased and now include a new double storey building accommodating four classrooms and twelve modular classrooms. The school's facilities include a modern gymnasium which houses a well-utilised Out of School Hour Care facility. Additional facilities include a Technology Centre, a Visual Arts Room, Music Room and Library.</p> <p>Over the past decade the school has experienced a growth in student enrolments. Enrolments have increased to 678 in 2017 with a projected enrolment for 2018 of 700 students. The proportion of students with a Language Background Other Than English (LBOTE) is 38% and the proportion of English as Additional Language (EAL) students is 21%. There are 32 home languages other than English. In 2017, the school Student Family Occupation Index (SFO index) is 0.2967 which indicates that the socio-economic status of the student cohort is in the high range. In 2017, the school Student Family Occupation and Education Index (SFOE index) is 0.2243.</p> <p>The school is served by a highly professional and dedicated teaching and support staff. In 2017, the School Summary Report noted a total of 42.4 FTE staff are employed at the school (34.1 teaching and 8.3 non-teaching). At Preston West Primary School we take pride in the quality of education offered to our students. Our strong academic program, based in the Victorian Curriculum, reflects worldwide best practice for 21st century learners. The school's program is delivered within a safe, stimulating and supportive environment that develops all students to their full potential – academically, socially and personally. The school's strong academic focus is supported by a multitude of extra- curriculum activities and programs, such as, Physical Education, Visual Arts, English as an Additional Language (EAL), Music, Language (Italian) and Intervention programs. Preston West Primary School's curriculum aims to equip students with strong communication and collaboration skills, highly developed eLearning capabilities and robust reasoning and processing abilities. eLearning is integrated across the curriculum in order to support improvement of teaching and learning outcomes. As part of the school's rich eLearning program a B.Y.O iPad program is in place for students in Years 3 to 6.</p> <p>Challenges</p> <ul style="list-style-type: none"> To maintain and build on the high academic standards. Continue to build on teacher capacity and promoting best practice throughout the school. Implement authentic opportunities for development student engagement. Moderating utilising triangulated data, the Victorian Curriculum and across schools. Providing engaging and challenging learning opportunities, especially for our highly able students. 	<p>Intent To build teacher capacity to use data, accurately assess achievement, differentiate the curriculum and teach to students' point of need to ensure challenge and progress for every student, particularly more able students.</p> <p>Rationale If all teachers demonstrate a deep understanding of the use and purposes of assessment that informs planning for student learning, and validate their judgements using other data, then assessment will become more accurate and will be used more effectively to cater for individual needs and support learning growth. If the school continues to identify and implement consistent and sustained high-impact teaching strategies then teacher practice will continue to be enhanced and learning outcomes will improve. FISO Priority: Excellence in Teaching and Learning FISO Initiatives: Building Practice Excellence. Curriculum planning and assessment.</p> <p>Intent To enhance and promote student voice, agency and decision making in learning.</p> <p>Rationale In 21st century classrooms, it is imperative students take responsibility for their learning. Preston West Primary School aims to inspire and engage students, enable them to act as partners of school improvement and further improve achievement, engagement and positive attitudes towards learning. FISO Priority: Positive Climate for Learning. FISO Initiatives: Empowering Students and Building School Pride.</p> <p>Intent To further enhance the level of professional leadership across the school.</p> <p>Rationale If teachers demonstrate confidence and skills to talk about quality teaching, are open to having teaching reviewed and are welcoming and responsive to feedback, then PWPS will be able to build teacher capacity and enhance teacher expertise. If the school enhances succession planning and develops the capabilities of leadership teams and individual leaders, then the school will improve its ability to deliver school improvement goals and targets. FISO Priority: Professional Leadership. FISO Initiatives: Building Leadership Teams.</p>



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 build teacher capacity to use data, accurately assess achievement, differentiate the curriculum and teach to students' point of need to ensure challenge and progress for every student, particularly more able students.	<p>FISO Priority: Excellence in Teaching and Learning</p> <p>FISO Initiatives: Building Practice Excellence. Curriculum planning and assessment.</p>	<ul style="list-style-type: none"> Continue to build teacher capacity to collaboratively use a range of assessment data to track and monitor individual student progress, evaluate learning growth over time and plan differentiated learning tasks: ensuring challenge and progress for every student. <ul style="list-style-type: none"> Fountas and Pinnell P-6 PAT Maths and PAT-R grades 1-6 Essential Assessment data Mathletics student result data Words Their Way NAPLAN data, including 5-year trend and 3 to 5 relative gain measures Targeted instructional coaching to teachers – individually or collaboratively in whole teams Moderation within own team as well as the year level above and below. Further identify and refine high impact teaching strategies that enable teachers to target individual needs and teach to all students' point of learning (Zone of Proximal Development -ZPD). <ul style="list-style-type: none"> At the beginning of each year, an introduction to new teachers as well as reinforcing the current and future high impact teaching strategies (HITS) required for powerful teaching and learning The SILT team working collaboratively to analyse data sets in cohorts. SILT members then work with their team members to build data analysis skills. This will create greater teacher knowledge in teacher differentiation and ZPD of individual students. 	<ul style="list-style-type: none"> Increase the proportion of students receiving an A or B to match or exceed results for like schools. Increase the proportion of students receiving an A or B so that results correlate with the proportion of students in the top two NAPLAN bands. <p>All P-6 students deemed capable to make at least one Victorian Curriculum level progress each year in English and Mathematics (as measured by teacher judgement and school assessments)</p> <p>The change in matched cohort NAPLAN mean scores to be greater than those recorded for the state.</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to show:</p> <ul style="list-style-type: none"> Less than 20% of students making low relative growth. More than 30% of students making high relative gain.
To enhance and promote student voice, agency and decision making in learning.	<p>FISO Priority: Positive Climate for Learning.</p> <p>FISO Initiatives: Empowering students and building school pride.</p>	<ul style="list-style-type: none"> Developing a whole school focus on student voice in learning. Refine and enhance student goal setting and feedback to and from students to teachers. Assess the students attitudes to learning, wellbeing and relationships across the school <ul style="list-style-type: none"> SILT consultation on PWPS' understanding and direction for student voice Providing information to staff on effective student to teacher feedback 	<ul style="list-style-type: none"> Increase in positive feedback from student and parent opinion survey Increased teacher knowledge on the different approaches to feedback To maintain the student Attitudes to School Survey connectiveness measures above the state median scores.
To further enhance the level of professional leadership across the school.	<p>FISO Priority: Professional leadership</p> <p>FISO Initiative: Building Leadership teams</p>	<ul style="list-style-type: none"> Further develop strategies, within PLTs, peer observation and feedback to build excellence on the skills and knowledge in teaching and learning. <ul style="list-style-type: none"> Providing a preferred structure of a PLT model Refining peer observations so that they are succinct and meaningful to all parties Continue developing school-based leadership initiatives to identify aspirant and emerging leaders whilst also building the capacity of current leaders and teams across the school. Use a formalised instructional coaching model to build the capacity of new and current Leading Teachers. 	<p>The Staff Opinion (Principal/Teacher scores) to improve compared to 2016 data in:</p> <ul style="list-style-type: none"> Teacher collaboration Leading change Flexibility

