

School Strategic Plan 2020-2024

Whittington Primary School (5123)



Submitted for review by Craig Smith (School Principal) on 29 November, 2020 at 08:15 AM

Endorsed by Alan Davis (Senior Education Improvement Leader) on 30 November, 2020 at 08:53 AM

Endorsed by Michelle Owens (School Council President) on 04 December, 2020 at 02:56 PM

School Strategic Plan - 2020-2024

Whittington Primary School (5123)

School vision	<p>At Whittington Primary School our students will have the knowledge, skills and attributes to become capable and empowered learners, who thrive and contribute in an ever-changing world.</p> <p>We will ensure that our students seek new knowledge, actively participate and exceed expectations. Our students will display their capacity through working collaboratively and being curious. They will be creative and critical thinkers and become life-long learners.</p> <p>Our students will develop character traits that empower them with a clear sense of purpose, high aspirations and a strong moral compass to navigate complexities they encounter.</p> <p>Our students will have strong community connections and will be valued and valuable contributors to their world.</p> <p>Teachers at WPS will use best practice to deliver an engaging, inspiring and relevant curriculum. We will engage in inquiry driven learning that promotes student voice and agency.</p> <p>Our students will participate in an ever-expanding variety of experiences to enhance learning.</p>
School values	<p>Whittington Primary School's vision is to be a school community where everyone is empowered to achieve excellence. This vision is captured in our motto 'Empowering Young Minds' and values of respect, responsibility and resilience. Our mission is to provide a safe and supportive learning environment that inspires and challenges all members of the community to embrace learning and achieve academic, social and emotional excellence.</p> <p>In 2019, the school rebuild was completed and the school now boasts modern, state of the art learning spaces as well as access to high quality resources to complement our comprehensive teaching and learning programs. Staff are purposeful in delivering optimal experiences, providing all students with learning that is personalised, evidence-based and technologically rich. Our students engage in a broad and differentiated curriculum promoting creativity, resilience and a growth mindset.</p> <p>High expectations of our students underpin the rich learning tasks and challenges provided for all students as they are supported to achieve and thrive. Professionalism, instructional capacity and accountability of our teachers is paramount to the education our students receive. Teacher quality is crucial for optimal student achievement and so our energies are strategically directed towards coaching and capacity building of our teaching staff.</p>

Context challenges	<p>Whittington Primary School is the centrepiece of the highly disadvantaged Whittington community. Our current enrolment is around 145 students and the schools demographics include: SFO 0.88, SFOE 0.77 and ICSEA Value of 862. Our school has over 10% of students funded under the Program for Students with Disabilities (PSD) and 16% of students with an Aboriginal and Torres Strait Island background. In the Australian Early Development Census School Profile (2018), 90.9% of students were considered as vulnerable in one or more domains, with 72.7% of students considered vulnerable in two or more domains. Many of our students have experienced trauma, including drug and alcohol abuse, family violence and mental health concerns, with many requiring the support of Child Protection and other support agencies. Approximately 7% of students currently live in Out of Home Care. As a result, student attendance, engagement and an ability to regulate their behaviours and emotions is significantly impacted, often presenting considerable challenges in the school environment.</p>
Intent, rationale and focus	<p>Whittington Primary School is committed to:</p> <ul style="list-style-type: none"> • building a culture of high expectations • empowering all learners to achieve excellence and celebrate their success • developing a professional learning community that is focussed on the continuous improvement • delivering a high quality and rigorous curriculum that meets the learning needs of all students • empowering learners to take ownership and be active participants in their learning • building resilience and supporting students to be happy, healthy and confident learners • engaging with parents, carers and the wider community as genuine partners in learning, striving to achieve the best possible outcomes for all students. <p>Our work throughout the duration of this Strategic plan will be a sharp and narrow focus on improving literacy and numeracy outcomes, as well as engagement in learning and attendance for all students.</p>

School Strategic Plan - 2020-2024

Whittington Primary School (5123)

Goal 1	To improve literacy and numeracy outcomes for all students.
Target 1.1	To increase the percentage of students achieving in the top two bands in NAPLAN for: <ul style="list-style-type: none">• Year 3 Reading from 23 per cent in 2019 to 28 per cent in 2024• Year 5 Reading from 15 per cent in 2019 to 22 per cent in 2024• Year 3 Writing from 0 per cent in 2019 to 15 per cent in 2024• Year 5 Writing from 0 per cent in 2019 to 8 per cent in 2024• Year 3 Numeracy from 14 per cent in 2019 to 19 per cent in 2024• Year 5 Numeracy from 12 per cent in 2019 to 17 per cent in 2024.
Target 1.2	To increase the percentage of students making at and above benchmark growth in NAPLAN for: <ul style="list-style-type: none">• Reading from 44 per cent in 2019 to 49 per cent in 2024• Writing from 55 per cent in 2019 to 60 per cent in 2024• Numeracy from 78 per cent in 2019 to 83 per cent in 2024.
Target 1.3	To increase the percentage of students P-6 achieving at or above the expected level, according to teacher judgements for: <ul style="list-style-type: none">• Reading & Viewing from 69 per cent in 2019 to 77 per cent in 2024• Writing from 59 per cent in 2019 to 65 per cent to 2024• Number & Algebra from 53 per cent in 2019 to 60 per cent to 2024.

Key Improvement Strategy 1.a Building practice excellence	Embed a holistic approach to the consistent delivery of literacy and numeracy
Key Improvement Strategy 1.b Curriculum planning and assessment	Strengthen the school's PLC approach to consistent planning, implementation and assessment
Key Improvement Strategy 1.c Curriculum planning and assessment	Build the data literacy capacity of all staff
Goal 2	To improve engagement in learning for all students.
Target 2.1	To improve the positive endorsement of all Year 4-6 students in the AToSS in: <ul style="list-style-type: none"> • Effective classroom behaviour from 71 per cent in 2019 to 76 per cent in 2024 • Self regulation and goal setting from 85 per cent in 2019 to 90 per cent in 2024 • Sense of confidence from 79 per cent in 2019 to 84 per cent in 2024 • Sense of connectedness from 78 per cent in 2019 to 83 per cent in 2024 • Student voice and agency from 73 per cent in 2019 to 78 per cent in 2024 .
Target 2.2	To improve the positive endorsement of Year 4 – 6 boys in the Sense of Connectedness factor in the AToSS from 70 per cent in 2019 to 78 per cent in 2024.
Target 2.3	To increase the positive endorsement of all staff for the School Climate module across all factors in the School Staff Survey from 52 per cent in 2019 to 68 per cent in 2024.
Key Improvement Strategy 2.a	Develop students as active and empowered learners

Empowering students and building school pride	
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	To build teacher capacity to use the high impact teaching strategies to improve student engagement
Key Improvement Strategy 2.c Evaluating impact on learning	Share student learning data routinely so learning growth and progress is monitored and visible to all
Goal 3	To improve student attendance across all year levels.
Target 3.1	To increase the positive endorsement of all staff in the Staff Opinion Survey from: <ul style="list-style-type: none"> • School Climate module - Parent and Community Involvement from 48 per cent in 2019 to 58 per cent in 2024 • School Climate module - Trust in students and parents from 26 per cent in 2019 to 36 per cent in 2024 • School Leadership module - Parent and Community Involvement, Engagement and Outreach from 67 per cent in 2019 to 77 per cent in 2024.
Target 3.2	To decrease the percentage of 20 or more days of absence over a school year for: <ul style="list-style-type: none"> • all students P-6 from 38 per cent in 2019 to 33 per cent in 2024 • Aboriginal students P-6 from 75 per cent in 2019 to 65 per cent in 2024.
Target 3.3	To improve the positive endorsement of all Year 4-6 students in the Attitude to Attendance factor in AToSS from 74 per cent in 2019 to 80 per cent in 2024.

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop targeted intervention practices and protocols that promote attendance
Key Improvement Strategy 3.b Parents and carers as partners	Strengthen family and community connections to improve learning partnerships
Key Improvement Strategy 3.c Health and wellbeing	To build teacher knowledge and understanding of the diversity of students' backgrounds and implications for wellbeing