

School Strategic Plan 2020-2024

Whitehorse Primary School (5530)



whitehorse
PRIMARY SCHOOL

Submitted for review by Paul Tantram (School Principal) on 11 August, 2021 at 03:01 PM

Endorsed by Richard Lambert (Senior Education Improvement Leader) on 27 February, 2022 at 08:02 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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School vision	Whitehorse Primary School actively supports the development of the whole child by delivering life-long learning skills including relevant academic, social and emotional skills.
School values	Respect for Yourself Respect for Others Respect for Your School
Context challenges	<p>In 2020, the Student Family Occupation (SFO) index was 0.2036 and the Student Family Occupation Education (SFOE) index was 0.1649. The school's enrolment grew steadily in the three years to 2020 with a resultant increase in the number of new staff employed. The increase in staff numbers has made the development, and embedding of whole school processes a priority. Enrolment numbers have slowed down in 2021, mostly as a result of families leaving the local area.</p> <p>The school's main challenges are to maximise student learning growth and to increase student responsibility for their own learning. During the review process, it was found that high performing students did not all achieve expected growth and that both teachers and students felt that many high performing students were not challenged in their learning.</p> <p>The school has well established student wellbeing and leadership programs but the lack of student agency was seen as a barrier to achieving improved student outcomes. There was some evidence found that students lacked the power and autonomy for direct responsibility for their learning.</p>
Intent, rationale and focus	<p>The school will be aiming to improve student learning growth in Years 3–6 Literacy because the number of students achieving high relative growth in NAPLAN has declined in all areas except Numeracy. The focus will be on continued professional learning that will increase teacher effectiveness and will build teachers' capabilities to use assessment data to inform teaching strategies and learning programs. Professional learning will also focus on increasing teachers' capacity to develop and expand their students' intellectual engagement in learning.</p> <p>The school will also be aiming to improve student responsibility for their own learning and wellbeing. The focus will be on providing additional ongoing opportunities for students to provide feedback and for staff members to engage with, listen to and respond to the full range of student views.</p>

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Goal 1	To improve student learning growth in Years 3–6 Literacy
Target 1.1	By 2023, the percentage of Years 3–5 NAPLAN above Benchmark Growth for: <ul style="list-style-type: none"> • Reading increases from 19 per cent (2019) to 26 per cent • Writing rises from 16 per cent (2019) to 26 per cent • Spelling increases from 18 per cent (2019) to 26 per cent.
Target 1.2	By 2023, the percentage positive endorsement of Years 4–6 AtoSS Stimulated learning Factor increases from 72 per cent (2020) to 77 per cent and the Years 4–6 AtoSS Motivation and interest Factor statement: 'I am learning things that really interest me' increases from 57 per cent (2019) to 65 per cent.
Target 1.3	The percentage endorsement of the POS Student motivation and support Factor increases from 78 per cent (2020) to 85 per cent (2023).
Key Improvement Strategy 1.a Building practice excellence	Professional learning focused on improving teaching effectiveness through collaboration, reflection and peer observations
Key Improvement Strategy 1.b Evaluating impact on learning	Continue to build teachers' assessment capability to inform teaching and learning.

Key Improvement Strategy 1.c Intellectual engagement and self-awareness	Expand students' intellectual engagement in learning
Goal 2	To improve student responsibility for their own learning and wellbeing
Target 2.1	By 2023, the percentage of students endorsing the Years 4-6 AtoSS statement: 'I have a say in the things I learn' will increase from 43 per cent positive endorsement (2020) to 55 per cent positive endorsement. The AtoSS statement: 'Students at this school treat each other with respect' will increase from 51 per cent positive endorsement (2020) to 62 per cent positive endorsement.
Target 2.2	By 2023, the Years 4–6 AtoSS Learning characteristics and disposition Domain, the Motivation and interest Factor will increase from 69 per cent positive endorsement (2020) to 80 per cent positive endorsement. The percentage endorsement of Years 4–6 AtoSS Self regulation increases from 81 per cent positive endorsement to 86 per cent positive endorsement.
Target 2.3	Refine the differentiated school based programs using the Resilience, Rights and Respectful Relationships program.
Key Improvement Strategy 2.a Empowering students and building school pride	Engage with, listen to and respond to the full range of student views, priorities and feedback.
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Build staff and student capacity to embed and measure success of the school Positive Behaviour Matrix.

Key Improvement Strategy 2.c
Health and wellbeing

Refine the differentiated school based programs using the Resilience, Rights and Respectful Relationships program.