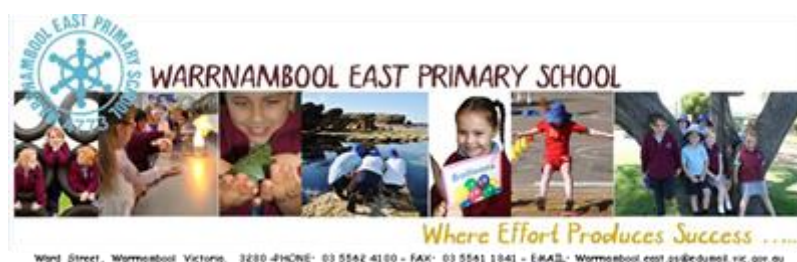


School Strategic Plan 2021-2025

Warrnambool East Primary School (4773)



Submitted for review by Robyn Ledin (School Principal) on 30 November, 2021 at 09:41 AM

Endorsed by Michelle Miller (Senior Education Improvement Leader) on 30 November, 2021 at 12:04 PM

Endorsed by David Long (School Council President) on 08 December, 2021 at 08:14 AM

School Strategic Plan - 2021-2025

Warrnambool East Primary School (4773)

School vision	Warrnambool East Primary School's vision is that through a culture of nurture and inclusion and high quality teaching, all students can flourish as learners, and as proud members of their school, local and global community.
School values	<p>The qualities valued by the Warrnambool East school community are:</p> <p>TRUST: yourself and others to do what is right, fair and kind RESPECT: for self, others, learning, and my school INCLUSION: a sense of welcome and belonging for all PERSEVERANCE: persisting towards goals despite obstacles, discouragements or disappointments</p>
Context challenges	<p>Warrnambool East Primary School is uniquely located behind the sand dunes in the coastal, regional city of Warrnambool. The enrolment has undergone significant growth in recent years and is now stable at around 500 students. Our students come from diverse socio-economic backgrounds, with a gradually reducing SFO, and therefore equity funding, which requires reflection on teaching and wellbeing programs, and resourcing. While our ATSI enrolment is consistently around 6%, EAL students are gradually increasing.</p> <p>Challenges for Warrnambool East include balancing the rigour of literacy and numeracy teaching with providing opportunities for curiosity, creativity and learner agency. A focus on attendance will continue, with parent and student engagement key to improvement. Improved achievement and growth, particularly in Numeracy, requires an ongoing, concerted effort in building capacity of teachers to identify the precise learning needs of students.</p>
Intent, rationale and focus	<p>We advocate strongly for the wellbeing needs of students to be addressed in order for learning potential to be fully realised. Warrnambool East aims 'to reduce the impact of disadvantage on student outcomes, to ensure more students develop the skills, knowledge and attributes they need to build healthy, happy and prosperous lives' (FISO). Our school values of Trust, Respect, Inclusion and Perseverance, along with the Positive Education philosophy and Respectful Relationships initiative underpin the culture within the school. An environment of supported challenge and high expectations, along with a curious and inquiring mindset, allows students to develop and embed character traits which lead to lifelong learning.</p> <p>Over the next four years our focus areas will be:</p> <ul style="list-style-type: none"> • Developing positive home-school partnerships that support learning, engagement and wellbeing. • Collaborating as we use a cycle of inquiry to plan a differentiated teaching and learning program and monitor impact

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| | <ul style="list-style-type: none">• Developing learner agency with students supported to use their voice, act on feedback and taking responsibility for their learning |
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School Strategic Plan - 2021-2025

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Goal 1	Improve achievement and growth for all students in Literacy.
Target 1.1	By 2025, increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth: <ul style="list-style-type: none">• Reading—77% (2021) to 85% (2025)• Writing—75% (2021) to 85% (2025)
Target 1.2	By 2025, increase the percentage of students in the top two NAPLAN bands: Year 3 <ul style="list-style-type: none">• Reading—57% (2021) to 63% (2025)• Writing—45% (2021) to 55% (2025) Year 5 <ul style="list-style-type: none">• Reading—38% (2021) to 43% (2025)• Writing—21% (2021) to 26% (2025)
Target 1.3	By 2025, decrease the average percentage of Year 1–6 students making below expected learning growth (Semester 2 to Semester 2) according to teacher judgement against the Victorian Curriculum: <ul style="list-style-type: none">• Reading—23% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024)

	<ul style="list-style-type: none"> • Writing—21% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024)
Target 1.4	<p>By 2025, increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Collaborate to plan curriculum—37% (2019) to 80% (2025) • Collaborate to scaffold student learning—52% (2019) to 80% (2025) • Professional learning through peer observations—52% (2019) to 80% (2025)
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop, document and implement a sequential Literacy curriculum that caters for the learning needs and interests of students.
Key Improvement Strategy 1.b Building practice excellence	Embed a teacher inquiry process that enables teachers to analyse assessment data, respond to students' learning needs and evaluate the impact of teaching.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build teacher capacity to consistently differentiate teaching and learning to ensure challenge and growth for every student in Literacy.
Goal 2	Improve achievement and growth for all students in Numeracy.
Target 2.1	<p>By 2025, increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> • Numeracy—59% (2021) to 85% (2025)

Target 2.2	<p>By 2025, increase the percentage of students in the top two NAPLAN bands:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Numeracy—33% (2021) to 41% (2025) <p>Year 5</p> <ul style="list-style-type: none"> • Numeracy—16% (2021) to 25% (2025)
Target 2.3	<p>By 2025, decrease the average percentage of Year 1–6 students making below expected learning growth (Semester 2 to Semester 2) according to teacher judgement against the Victorian Curriculum:</p> <ul style="list-style-type: none"> • Measurement & Geometry—20% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024) • Number & Algebra—19% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024) • Statistics & Probability—17% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024)
Key Improvement Strategy 2.a Curriculum planning and assessment	<p>Embed a sequential Numeracy curriculum that caters for the learning needs and interests of students.</p>
Key Improvement Strategy 2.b Building practice excellence	<p>Consistently implement an evidence-based instructional model.</p>
Key Improvement Strategy 2.c	<p>Build teacher capacity to consistently differentiate teaching and learning to ensure challenge and growth for every student in Numeracy.</p>

Evidence-based high-impact teaching strategies	
Goal 3	Improve engagement and motivation to learn for all students.
Target 3.1	By 2025, increase the percentage of positive endorsement for SSS factors: <ul style="list-style-type: none"> • Use student feedback to improve practice—67% (2019) to 85% (2025) • Support growth and learning of whole student—78% (2019) to 90% (2025) • Focus learning on real life problems—74% (2019) to 90% (2025)
Target 3.2	By 2025, increase the percentage of positive endorsement for AToSS factors: <ul style="list-style-type: none"> • Student voice and agency—74% (2019) to 85% (2025) • Stimulated learning—81% (2019) to 90% (2025) • Differentiated learning challenge—86% (2019) to 90% (2025)
Target 3.3	By 2025, reduce the percentage of Prep–Year 6 students with 20 or more days absence per year: <ul style="list-style-type: none"> • All students—25% (2019) to 20% (2025)
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Create a learning climate that promotes challenge, engagement and curiosity.
Key Improvement Strategy 3.b	Implement an instructional program that supports students to be reflective, questioning and self-monitoring learners.

Intellectual engagement and self-awareness	
Key Improvement Strategy 3.c Empowering students and building school pride	Strengthen learners' agency within their classroom, the school and community.