

School Strategic Plan 2020-2024

Whitfield District Primary School (5397)



Submitted for review by Mark Van Bergen (School Principal) on 08 June, 2021 at 02:04 PM

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School Strategic Plan - 2020-2024

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School vision	Exceptional Educational Experiences Purpose: To provide a caring, stimulating and safe environment which guides students toward their full potential, in a dynamic learning environment, with a particular emphasis placed on the importance of English, Mathematics and Wellbeing.
School values	The values which form the basis of the actions of the Whitfield School community are: Respect • Recognising and accepting the differences in ability, race, age, religion and beliefs of others. • For our environment. Learning • Developing and acquiring knowledge, skills, values and attitudes focusing on our personal best at all times. Goal setting • Awareness and development of personal goals, both academically and socially. Teamwork • Learning together to achieve the best possible outcomes for all. Honesty • Truthfulness and open communication in everything we do. Positive Interactions • Developing and practicing good communication and social skills.
Context challenges	Whitfield District Primary School is a small rural school located in the King Valley, in North-East Victoria. It was established in 1875 and many of the current families have historic links with the school.

	<p>School facilities include the main school building which houses three classrooms, the office and staffroom. The school has a double relocatable building which serves as a performance room and the venue for after-school care. There is also a library and a community-built art facility. In the school grounds, there is a well-maintained kitchen garden, shaded outdoor eating areas and active play spaces.</p> <p>Current enrolment is 37 students at the school. The Student Family Occupation and Education (SFOE) index category was Low-Medium and the Student Family Occupation (SFO) index was 0.3625 in 2019-2020.</p> <p>The staffing profile of Whitfield District School includes a teaching principal, two classroom teachers (1.8 Full Time Equivalent - FTE), two part-time specialist teachers (0.25FTE), a classroom support aide and a 0.4FTE business manager.</p> <p>The school provides an approved curriculum framework differentiated to meet student needs. A Social Enterprise program has been integral to the curriculum since 2016, along with the school's inclusion in the Stephanie Alexander Kitchen Garden and Cooking program. The Languages program offered by the school is Italian. A Literacy Intervention program is also offered by the school.</p> <p>A challenge identified has been that the teaching of Writing varied between classrooms and that the school had not yet developed its agreed approach to this area.</p> <p>Another area for improvement identified was a whole school monitoring and tracking of assessment data of writing.</p>
<p>Intent, rationale and focus</p>	<p>The School Review Panel recommends the following key directions for the School Strategic Plan for the next 4 years:</p> <p>* The school is aiming to improve student learning growth in Literacy, with a particular focus on Writing.</p> <p>This is because analysis of the school's NAPLAN data identified a proportion of students demonstrating low growth in Literacy in both NAPLAN Writing and in Teacher Judgements of Growth in Writing. The school had not met targets to improve the proportion of students in the Top Two Bands of NAPLAN, nor had it increased the proportion of students assessed as above the expected standards through Teacher Judgements in Writing.</p> <p>The school is prioritising the following Key Improvement Strategies:</p> <ul style="list-style-type: none"> - Enhance the capability of all teachers to implement agreed, evidence-based instructional practices in Literacy. - Develop and implement a whole-school approach to curriculum planning and assessment that creates authentic connections with the teaching of Literacy. - Build the capability of all teachers to plan for and assess students who are achieving above the expected level in Literacy. <p>* The school is also aiming to improve students' agency in their learning by developing and embedding whole school teaching practices that provide opportunities for students to exercise authentic agency in their own learning.</p> <p>This is because analysis of the school's data sets from the Attitudes to School Survey (AToSS), and discussions with students</p>

indicated that, while they felt safe and supported in their learning at school, their levels of positive endorsement for variables related to Sense of Confidence and Student Voice and Agency in the AToSS were lower than in previous years, and lower than levels of students in similar schools.

The school is prioritising the following Key Improvement Strategy:

- Develop and embed whole school teaching practices that provide opportunities for students to exercise authentic agency in their own learning.

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Goal 1	To improve student learning growth in Literacy, with a particular focus on Writing
Target 1.1	By 2024, increase the proportion of students achieving above the age expected level in Writing to 35 percent, from 18 percent in 2019 (Teacher Judgements – Age Expected Level)
Target 1.2	By 2024, increase the proportion of students (Years 1-6) achieving above-expected learning growth in a 12-month period in Writing to 25 percent, from an average of 6 percent in 2019 (Teacher Judgements – Growth)
Target 1.3	By 2024, 100 percent of students will achieve medium-to-high benchmark learning growth in NAPLAN Writing
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Enhance the capability of all teachers to implement agreed, evidence-based instructional practices in Literacy
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and implement a whole-school approach to curriculum planning and assessment that creates authentic connections with the teaching of Literacy
Key Improvement Strategy 1.c Building practice excellence	Build the capability of all teachers to plan for and assess students who are achieving above the expected level in Literacy.
Goal 2	Improve students' agency in their learning

<p>Target 2.1</p>	<p>By 2024, increase the positive endorsement levels in the following variables of the AToSS:</p> <ul style="list-style-type: none"> • Student Voice and Agency to 80 percent (from 64 percent in 2019) • Sense of Connectedness to 80 percent (from 67 percent in 2019) • Sense of Confidence to 80 percent (from 66 percent in 2019)
<p>Key Improvement Strategy 2.a Intellectual engagement and self-awareness</p>	<p>Develop and embed whole school teaching practices that provide opportunities for students to exercise authentic agency in their own learning.</p>