

School Strategic Plan 2023-2027

Weeden Heights Primary School (5157)



Submitted for review by Kylie Campbell (School Principal) on 22 March, 2024 at 05:20 PM

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School vision	<p>At Weeden Heights Primary School our vision is to strive to be a dynamic, child focused learning community committed to providing opportunities to develop each student's academic, social, emotional and physical skills through exemplary programs in a challenging, vibrant and safe community. Teachers maximise learning opportunities to ensure success through meaningful and challenging learning tasks. We aim to support students to be reflective, creative and independent learners so that they can realise their full potential.</p> <p>Weeden Heights Primary School fosters students' passion for lifelong learning while preparing them for a technological world. We enable them to achieve success and personal excellence through developing students as creative, confident and respectful local and global members, who make a positive difference in a changing world.</p>
School values	<p>The Weeden Heights Primary School motto, 'Futures are Bright', is the focus of everything that we do, the directions of the school and the choices we make.</p> <p>We are highly committed to our school values:</p> <ul style="list-style-type: none">* Respect - having regard for yourself, others and our environment* Personal Excellence – being the best you can be* Curiosity and Creativity – having a passion for learning, being inventive, imaginative and resourceful and acknowledging there are many ways to do things well* Collaboration – working together as a team for a common purpose <p>Our school values underpin the expected attitudes of the students, staff and school community. In our school community, these values are demonstrated when:</p> <ul style="list-style-type: none">* Everyone in the community displays a regard for themselves, others and the environment

	<ul style="list-style-type: none"> * Every student is supported and encouraged to achieve success and reach their full potential through a stimulating and challenging curriculum Everyone is recognised for their achievements and efforts * Students develop a passion for learning through innovative, imaginative and resourceful ideas, acknowledging there are many ways to do something well * Students embrace their future with optimism, confidence and an ability to make informed choices while developing their resilience and adaptability * Student, staff, parents and the wider community work positively together with a common purpose, building connectedness and a sense of belonging. <p>Individuals and teams (students, staff, parents and the wider community) work positively together with a common purpose, building connectedness and a sense of belonging.</p>
<p>Context challenges</p>	<p>Weeden Heights Primary School is located in the City of Whitehorse in the South Eastern Suburbs of Melbourne. It is a well-resourced and child focused school that is also a member of the Riversdale Network. The school was opened in 1980 on a spacious site in Vermont South, in an established residential suburb in a parkland setting. The environment is quiet and safe and promotes a sense of belonging and connectedness.</p> <p>Weeden Heights Primary School currently has an enrolment of 158 students(including a few international students) and the school continues to focus their efforts on building enrolments. The cultural backgrounds of our students continues to diversify with 71% of students now having English as an additional language. The school's Student Family Occupation (SFOE) density in 2024 is 0.1722 and we have 43 Language Background Other Than English (LBOTE) students and 2 international students.</p> <p>While Weeden Heights PS is a high performing, dynamic, nurturing and vibrant learning community with a focused commitment on providing exemplary programs, over recent years the school's enrolment trend has continued to be consistent with small fluctuations. The school continues to</p>

prioritise their efforts to increase student enrolments and implements strategies to support this.

Weeden Heights PS is well supported by families who have high expectations for their students. Parents are welcomed into all aspects of the school. Our school offers extensive individual learning opportunities that ensure students are extended to their full potential in a warm and nurturing environment. Our aim is to develop the 'whole person' and to give students a high sense of respect, self-confidence and an appreciation that learning is a lifelong process.

We are particularly proud of our strong and extensive transition program that caters for all transitions across the school every year. We offer a comprehensive Pre-school to Foundation year transition program, Bright Beginnings, which ensures that our prep students are settled, ready to begin learning at school and teachers are able to develop individual education plans. There has been a continued and ongoing focus in to re-establish connections with local preschools and wider advertising to attract enrolments to Weeden Heights PS.

The focus for the staff has been to develop a consistent whole school approach to teaching and learning. There has been a considerable amount of work completed in our curriculum, pedagogy, student engagement and wellbeing. We have an ongoing commitment to building the capacity of our teachers and leaders and have been determined to provide a learning environment which supports optimal learning for all students.

Student Wellbeing has been a high priority for Weeden Heights. Staff are positive role models for students and provide a safe, supportive and nurturing environment for all students. The school designs curriculum around the development of the 'whole child'. Student wellbeing (social, emotional, physical, behavioural and creative) is also developed through the school's approach to teaching social skills and our school values. We employ a wellbeing officer to offer classroom support, facilitating lunchtime programs and implementing social skills lessons with small groups.

We focus on maintaining and fostering our school as a learning community. Our community values interaction between and contribution from students, parents, teachers and the wider community.

	<p>We provide a range of opportunities for families to be involved in their child's learning both formally and informally. We believe in working together through strong school and home partnerships to support our students and produce the best educational outcomes so that everyone experiences success. The school encourages parent participation through many ways and we are well supported by an enthusiastic community, an effective School Council and parent association. Communication between home and school is achieved via fortnightly newsletters, class newsletters, parent information sessions, emails, phone app, the school website, parent courses and surveys. Student led conferences and student progress reports are a vital tool for monitoring the development of each student's progress as they transition throughout our school.</p> <p>The school organisation is firmly committed towards continuous improvement in all forms. The school and staff strive to engage students in programs and activities that add value to the education process and its outcomes. The challenge for Weeden Heights to continue with significant school improvement includes:</p> <ul style="list-style-type: none"> * Continue to build teacher data literacy and knowledge of the new Victorian Curriculum to further strengthen student achievement results in both English and Mathematics <ul style="list-style-type: none"> • With clear instructional practices implemented, a greater focus on enhancing a deeper understanding of evidence-based practices to improve numeracy learning and approaches • Teachers continuing to maximise and enhance metacognition strategies to further implement opportunities for students to have greater voice and choice in their learning and the curriculum.
<p>Intent, rationale and focus</p>	<p>Weeden Heights Primary School maintains a strong instructional model with clear teaching and learning approaches for English, Mathematics and Inquiry learning which is supported by research and evidence-based practices. Future work aims to focus on enhancing each teacher's skills to further differentiate learning and therefore maximising learning growth for each student.</p> <p>Our intent is to improve the learning growth across the school while maintaining excellent achievement data. We will continue to refine our student learning tasks to promote greater rigor and</p>

challenges to embed higher order thinking while extending learning outcomes further. Point of need teaching will embrace the higher impact teaching strategies and empower greater voice and agency for students. Students will be supported to have wider choices over what and how they learn while developing critical and creative thinking skills.

At Weeden Heights PS, our approach values collaborative planning. This structure allows teachers to refocus on the implementation and investigation of each cohort's learning needs while promoting strong learning growth. Teaching teams will explore assessment practices to strengthen the alignment of student reporting with assessment data and the Victorian Curriculum. Teacher judgements will be enhanced with moderation practices extending to network schools and an ongoing focus on data informed judgements.

Teaching and learning approaches are amplified by a positive and proactive approach to student wellbeing that is built on strong and solid relationships between teachers and students. All classroom and specialist programs promote the development of the 'whole student'. We will continue to refine and promote our responsive and tiered approach that embraces wellbeing and inclusion. The tiered approach will be extended further and be enhanced through the ongoing building of teacher's professional knowledge capacity. Wellbeing and inclusion practices will be further developed and strengthened across the school to support all students and their social and emotional needs.

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Goal 1	Optimise learning growth for all students.
Target 1.1	By 2027, increase the percentage of students above the expected age level in teacher judgements against the Victorian Curriculum in: <ul style="list-style-type: none">• Reading and Viewing from 66 per cent (2022) to 70 per cent• Number and algebra from 55 per cent (2022) to 60 per cent• Writing from 42 per cent (2022) to 50 per cent
Target 1.2	By 2027, increase the percentage of positive responses in the School Staff survey factors: <ul style="list-style-type: none">• Academic emphasis from 86 per cent (2023) to 90 per cent• Understand How to Analyse data from 78 per cent (2023) to 84 per cent• Time to Share Pedagogical Content Knowledge from 67 per cent (2023) to 80 per cent
Target 1.3	NAPLAN targets - to be confirmed.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop staff capability to use data to differentiate teaching and learning.

<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build equitable and collaborative teams to empower voice and agency in teaching and learning.</p>
<p>Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	<p>Build teacher understanding of and capability to leverage HITS to promote higher order thinking.</p>

<p>positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Goal 2</p>	<p>Optimise student wellbeing.</p>
<p>Target 2.1</p>	<p>By 2027, maintain the percentage of positive responses in the Student Attitudes to School survey factors:</p> <ul style="list-style-type: none"> • Resilience at 91 per cent (2023) • Sense of Confidence at 97 per cent (2023).
<p>Target 2.2</p>	<p>By 2027, reduce the percentage of student who are absent for 20 or more days from 25 per cent (2022) to 15 per cent (2026).</p>

<p>Target 2.3</p>	<p>By 2027, increase or maintain the percentage of positive endorsement in the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Support Growth and Learning of Whole Student from 89 per cent (2023) to 90 per cent • Teacher Concern at 93 per cent (2023)
<p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed multi-tiered systems of support to strengthen the school wellbeing framework.</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	<p>Embed pedagogical practices that enhance student capabilities.</p>

<p>positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build partnerships to enhance student learning and wellbeing.</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	