

School Strategic Plan 2024-2028

Windsor Primary School (1896)



Submitted for review by Peter Seddon (School Principal) on 01 November, 2024 at 01:51 PM

Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 28 November, 2024 at 12:57 PM

Endorsed by Jeff Elliot (School Council President) on 28 November, 2024 at 01:51 PM

School Strategic Plan - 2024-2028

Windsor Primary School (1896)

School vision	Windsor Primary School will provide a challenging 21st Century learning environment that: • strives to effectively prepare students to be successful and dynamic learners • promotes qualities and skills for active and informed global citizenship • develops confident, creative individuals, able to contribute positively to a constantly changing society Windsor Primary School is a diverse and inclusive community where everyone is respected and has the opportunity to thrive.
School values	OBJECTIVE Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP. VALUES Windsor Primary School's values are - Respect - Caring for other people, their thoughts, feelings and belongings Responsibility - Owning our choices, actions & personal growth Ethics - Treating others the way we want to be treated and accepting differences Courage - Taking risks in my learning and standing up for others Determination - Never giving up, willing to try again, accepting small wins and having a growth mindset CULTURAL PILLARS Windsor Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We base our expectations on a number of cultural pillars. The pillars build the culture on how we want people to act and make decisions. Culture also has its own pillars that impact its evolution. 1. Professional Purpose 2. Department of Education Values 3. Community Factors 4. Personnel

	5. Policy / Legal
Context challenges	Being part of the Windsor community since 1877, Windsor Primary School has been an integral community partner in the educational development of the area's children over this time. The current context and variety of cultural backgrounds of the Windsor community makes Windsor Primary School a wonderful place for children to develop an understanding of diversity and become part of a global community. Just over a third of our students were either born overseas in non-English speaking countries or were born in Australia to non-English speaking parents. The celebration of the origins of our community members, including our indigenous community members, is a high priority at Windsor Primary School and we are constantly working on better ways to include cultural understanding in our curriculum, community events and operation. The biggest challenge the school faces over the next four years is its small size and the high amount of transancy. Over the previous three years the number of students enrolling at Windsor after the year commences has been 2024 - 25; 2023 – 22; 2022 – 25. Over the previous three years the number of students exiting Windsor after the year commences and before the year ends has been 2024 - 18; 2023 – 24; 2022 – 12. In 2025 the school will be entering the fourth straight year as a six class school. Being a school this size is problematic in addressing all of the demands on a school beyond face to face teaching. The biggest problem is resources, in particular, human and financial. The school supports its high porportion of English as an additonal language cohort with a stand alone EAL program that students participate in three time a week. The school supports its high proportion of disability inclusion cohort by resourcing the adjusted supports these students require (human, program, materials).
Intent, rationale and focus	Embed a whole school culture of high expectations for learning and wellbeing. This is important as it highlights the school's approach for continual improvement and specific outlines the importance of learning and wellbeing equall as framed by FISO • Whole school structures & processes/planning docs to embed the work • Professional learning communities • Collective responsibility • High expectations on collective responsibility for all students • Maximising impact of Education Support team • Decrease the number of focus areas and go deeper on the right work Build and embed staff /teacher capacity to consistently implement evidence based pedagogical practices. This is important as it directly links in with the VTLM 2.0 and the approach to Foundation - Year 2 reading, however it

also declares that all improvement initiatives at Windor will be based on evidence.

- Instructional model
- Explicit teaching
- Responsive teaching practice
- Consistency of whole school pedagogical practice
- Differentiation
- F – 2 reading model
- Learning goals

Build and embed teacher capacity to use multiple forms of assessment to evaluate, monitor and inform point of need learning and wellbeing practices.

This is important as it underlines the importance of formative assessment as the baseline for all teaching programs and summative assessment as a reflection of student learning and instruction effectiveness.

- Additional assessments including diagnostic assessments to confirm NAPLAN outcomes
- Whole school data
- Formative assessment tools
- Assessment schedule to include formative assessment
- Feedback loop

Build teacher capacity to enable students to direct, monitor and self regulate their learning.

This is important as it outlines the school's vision of having students take more responsibility for themselves and their learning utilising the gradual release of responsibility model in macro (yearly and multiple year programs) and micro (individual lesson) situations.

- Student agency
- Cognitive load
- Learner profiling
- Increased engagement practices / norms
- Peer to peer feedback
- Cognitive load
- Design of learning environment
- Agency within VTLM
- Formalised & documented systems

Build and embed staff capacity to implement an inclusive learning environment.

This is important as it highlights the school's need to improve in providing learning opportunities beyond our current

	capacity • Multi tiered sysyem of support • Interventions and reasonable adjustments – staff capacity / tiered response • High achieving students
--	--

School Strategic Plan - 2024-2028

Windsor Primary School (1896)

Goal 1	Improve student learning outcomes.
Target 1.1	By 2028, increase or maintain the 2024 percentage of year 3 students in the NAPLAN strong and exceeding level: • reading from 64% to 70% • writing from 76% to 80% • numeracy at 68%. By 2028, increase or maintain the 2024 percentage of year 5 students in the NAPLAN strong and exceeding level: • numeracy from 56% to 67% • reading at 75% • writing at 88%.
Target 1.2	By 2028, increase or maintain the percentage of students in reading and viewing achieving at and above expected growth (Teacher Judgement): • foundation, year 1 and year 2 students from 74% (average of Foundation, year 1 and year 2 in 2023) to 75% • year 3, year 4, year 5 and year 6 students at 85% (average of year 3, year 4, year 5 and year 6 in 2023). By 2028, increase or maintain the percentage of students in writing at and above expected growth (Teacher Judgement)::

	• foundation, year 1 and year 2 students from 77% (average of Foundation, year 1 and year 2 in 2023) to 80% • year 3, year 4, year 5 and year 6 students at 86% (average of year 3, year 4, year 5 and year 6 in 2023). **Placeholder target to be confirmed with the introduction of Mathematics version 2.0 By 2028, maintain the percentage of students in number and algebra at and above expected growth In number and algebra (Teacher Judgement): • foundation, year 1 and year 2 students at 91% (average of Foundation, year 1 and year 2 in 2023) - TBC • year 3, year 4, year 5 and year 6 students at 88% (average of year 3, year 4, year 5 and year 6 in 2023) - TBC
Target 1.3	By 2028, increase or maintain the 2023 percentage of positive responses on the School Staff Survey(SSS): • Collective focus on student learning from 75% to 80% • Teacher collaboration from 52% to 75% • Professional learning through peer observation from 38% to 60%. • Plan differentiated learning activities at 88%.
Target 1.4	By 2028, increase the 2024 percentage of positive responses on the AToSS: • Stimulated learning from 69% to 75%.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect	Embed a whole school culture of high expectations for learning and wellbeing.

shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and embed staff capacity to consistently implement evidence based pedagogical practice.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b 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	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and embed teacher capacity to use multiple forms of assessment to evaluate, monitor and inform point of need learning and wellbeing practices.
Key Improvement Strategy 1.c	

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.c 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	
Goal 2	Strengthen student wellbeing and inclusion outcomes
Target 2.1	By 2028, increase or maintain the 2023 percentage positive responses on the SSS: • Promote student ownership of learning from 63% to 80% • Use student feedback to improve practice at 75%.
Target 2.2	By 2028, increase the 2024 percentage of positive responses on the AToSS: • Managing bullying from 62% to 75% • Respect for diversity from 64% to 80% • Self-regulation and goal setting from 74% to 80% • Sense of confidence from 65% to 80% • Student voice and agency from 44% to 70% • Teacher concern from 60% to 77%.

Target 2.3	Parent Opinion Survey (POS) By 2028, increase or maintain the 2023 percentage of positive responses for: • Not experiencing bullying from 63% to 75% • Teacher communication at 80%.
Target 2.4	By 2028, decrease the 2023 percentage of Foundation to year 6 students who are absent for 20 - 29.5 days from 12% to 10%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher capacity to enable students to direct, monitor and self-regulate their learning.
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	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b	Build and embed staff capacity to implement an inclusive learning environment.

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	
--	--