

School Strategic Plan 2018-2022

Richmond West Primary School (5044)



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<p>School vision</p>	<p>The Richmond West Primary School vision is to value language and foster a community of life – long learners. RWPS strives to develop articulate, socially responsible and resilient individuals who are working towards achieving their full potential. Our motto is "Many Languages – One Voice". This is reflected in the cultural and linguistic diversity of our community. Our purpose is to give families the choice between a comprehensive bilingual education in Mandarin Chinese, an immersion Vietnamese program or an English only program (with an emphasis on English as an Additional Language and LOTE (Mandarin Chinese). Each language learning program enables RWPS students to become literate, numerate and curious learners who have the capacity to contribute to society now and in the future as global citizens. RWPS students are informed, contributing members of society who are tolerant of others and empowered to shape their own futures.</p>
<p>School values</p>	<p>RWPS shares the following three values with all members of the school community:</p> <p>Belonging We understand that positive relationships, a sense of belonging and inclusion are important for a positive school community. Opportunities are provided for staff, students and families to be involved in a range of school activities and contribute to school planning. Diversity is reflected in our school communication and environment.</p> <p>Resilience RWPS helps students develop strategies to cope with challenges and adversity. Key attributes of resilience taught through our social and emotional learning curriculum include positive self-regard, a sense of agency and self-efficacy, problem solving skills and optimism.</p> <p>Striving for Personal Success RWPS strives for academic excellence for all students in all three language learning programs within an inclusive and collaborative teaching and learning environment. Students and teachers work together to acknowledge and celebrate success.</p> <p>These values are reflected in our community developed Expected Behaviour Matrix which is the foundation of our School Wide Positive Behaviour Support framework. Students are explicitly taught positive behaviours which are demonstrated throughout all classrooms and in the playground. RWPS is a calm and orderly school providing an environment conducive to rich learning. This has improved student learning confidence and sense of inclusion. Over the 2019-2022 Strategic Plan RWPS with guidance of leadership staff will develop a model of Social and Emotional Learning which integrates the Respectful Relationships curriculum, SWPBS and mindfulness. Our focus will be on student engagement and well being as the foundation of academic success. Students will be part of the decision making.</p> <p>The basis of learning at RWPS is characterised by positive peer and student teacher relationships. Strategies such as actively fostering community and international partnerships, regular communication with families through a secure online portal, sports clinics, breakfast club, open door policy and regular whole school community activities create mutually supportive relationships and engagement to build trust and cooperation within the school community. Well documented and agreed norms, protocols and behaviours foster open and responsive communication and collaboration across the whole school community.</p> <p>The RWPS school culture is friendly, collaborative and development focused, collectively building the capacity of all staff and ensuring shared responsibility for sustained improvement. We have a focus on developing a culture of high expectations, supporting students and promoting inclusion.</p> <p>RWPS is committed to:</p> <ul style="list-style-type: none"> • A curriculum that is child centred with a strong commitment to multiculturalism/global citizenship, including bilingual and community language programs as well as English as an Additional language • Teaching strategies based on inquiry learning, differentiated teaching, student directed learning, cooperative and shared learning • Differentiated, personalised learning through combinations of flexible, multi-age, multicultural, mixed ability classrooms • Consultative decision making to maximise participation and give voice to parents, teachers and students • Use of ICT, specialist teachers, extra-curricular opportunities, excursions and camps to extend learning beyond the school boundaries • A high level of cooperative team planning and ongoing professional learning • Policy and procedure to equal opportunity and integration
<p>Context challenges</p>	<p>Richmond West Primary School is located in the City of Yarra in the inner east of Melbourne approximately 3.5 kilometers from the Melbourne Central Business District. The school was founded in 1975. Expected student population of 320 in 2019 with increased growth over the next four years. The school offers a bilingual program in</p>

	<p>Chinese, an immersion Vietnamese language program and an English only program. Richmond West Primary School supports international fee-paying students.</p> <p>The towers of the 1960s North Richmond public housing estate form a backdrop to the school, the tenancy of which continues to impact on the school enrolment to varying degrees, despite the more recent gentrification of the neighbourhood in general. The current school enrolment of 315 includes more than 20 different cultural groups. RWPS continues to cater for students from culturally, linguistically and socioeconomically diverse families and there is a growing cohort of students whose families are who have specifically selected RWPS to access the Chinese bilingual program.</p> <p>Recent upgrades to the school grounds allow for greater active play space and extend the welcoming physical environment</p> <p>The school has links to the Chinese Teacher Training Centre and Confucius Institute at the University of Melbourne as well as many local partnerships. The school has continued to strengthen its relationship with its sister school, Changjiang Road Primary School of Jiangsu Province, Nanjing, China. The international aspect of RWPS is reflected in its Confucius Classroom program in connection with Hanban University, the International Student Program and regular hosting of international colleagues. The school's fortnightly newsletter is published in English, Chinese and Vietnamese and parent teacher interviews are conducted with assistance from professional interpreters. Enrolments are predicted to increase in most part because of the Chinese bilingual program.</p> <p>There are 3 language-based learning programs operating within the school</p> <ol style="list-style-type: none"> 1. English/Chinese (Mandarin) bilingual program (Years F-6) <ul style="list-style-type: none"> • Approximately two thirds of the student population are enrolled in this program • 50 % of classroom instruction is in English and 50% in Chinese 2. Vietnamese immersion program (Years F-6) <ul style="list-style-type: none"> • Approximately 10% of the student population are enrolled in this program • up to 5 hours per week of withdrawal Vietnamese immersion from the English Program (Years F-6) 3. English Program (Years F-6) <ul style="list-style-type: none"> • Classroom instruction is exclusively in English • Mandarin Chinese LOTE program of one hour per week <p>The key challenges for RWPS 2019 - 2022 are</p> <ol style="list-style-type: none"> 1. Consistency of practice across the three language learning programs <p>The establishment of non-negotiables in literacy has enabled staff to strengthen their teaching practice by embedding the Gradual Release of Responsibility model resulting in a program that is structured, engaging, differentiated and consistent. Over the next four years the school will work on consistency of these practices across the three language learning programs. Staff will have the opportunity to share practice and engage in peer observations to professionally challenge each other through a redesigned whole school professional learning model underpinned by an action research approach. This will enhance the collaborative work of staff.</p> <ol style="list-style-type: none"> 2. Using student achievement data throughout the school could be used to further measure impact of teaching and learning strategies across the three programs <p>A focus for the next four years is a whole school approach to enhance classroom teachers use of high impact teaching strategies as informed by student achievement data.</p> <p>Whilst student achievement data has been used to inform differentiated learning the school will develop a consistent approach to student feedback and tracking the impact of teaching and learning approaches.</p> <ol style="list-style-type: none"> 3. Enhance the positive climate for learning to enact student voice and agency. <p>Data indicates student peer relationships and student teacher relationships at RWPS are positive. The school has many of the preconditions to facilitate genuine student agency including avenues for student feedback from the teacher, access to their own individual achievement data, personalised goal setting and having input into their learning progression. Over the life of the current strategic plan there will be additional opportunities for students to influence curriculum design or provide feedback on the impact of teaching and learning. A priority will be professional learning on feedback (HITS),</p>
<p>Intent, rationale and focus</p>	<p>FISO Priorities Excellence in Teaching and Learning (ETL) Positive Climate for Learning (PCL)</p>

Through the current Strategic Plan RWPS staff aim to maximise outcomes for all students. This includes stretching high achieving students leading to improved growth in NAPLAN scores and decreasing the number of students with below expected achievement. We will minimise both perceived and actual differences between opportunities for challenge across our three learning programs. There will be a focus on stimulated learning through differentiation and the triangulation of data across our programs. RWPS will build staff capacity to target the collection and analysis of relevant and timely school data to inform teaching and professional learning. Throughout the Strategic Plan RWPS will enhance school documentation as part of its improvement agenda and provide professional learning around the Gradual Release of Responsibility instructional model. This work will be underpinned by an action research model. In this way the three key challenges outlined above will be met.

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Goal 1	To maximize learning outcomes in reading and writing for all students.
Target 1.1	Increase the number of students achieving high relative growth in NAPLAN Reading from 21% (2018) to 30% (2022)
Target 1.2	Increase the number of students achieving high relative growth in NAPLAN Writing from 18% (2018) to 25% (2022)
Target 1.3	Decrease the number of Year 5 students measured as below expected level in NAPLAN Reading from 12% (2018) to less than 10% (2022)
Target 1.4	Decrease the number of Year 5 students measured as below expected level in NAPLAN Writing from 13% (2018) to less than 10% (2022)
Target 1.5	All students to show growth at least 12 months' growth in teacher judgement
Key Improvement Strategy 1.ay Curriculum planning and assessment	Build teacher capacity to regularly review and update learning programs in line with school curriculum plans
Key Improvement Strategy 1.by Evidence-based high-impact teaching strategies	Increase confidence of teachers to challenge and support each other to improve practice
Key Improvement Strategy 1.cy Evaluating impact on learning	Enhance teachers' capacity to collaboratively moderate student assessment and use data to diagnose student learning needs and plan for learning
Goal 2	Empower students' agency and voice in their learning.
Target 2.1	<p>Improve the following Attitude to School Survey measures</p> <ul style="list-style-type: none"> • Motivation and Interest from 89% (2018) to 94% (2022) • Teacher Concern from 76% (2018) to 86% (2022) • Student Voice and Agency from 87% (2018) to 92% (2022)
Target 2.2	Improve Parent Opinion Survey (POS) endorsement for student agency from 80% (2018) to 90% (2022)

Target 2.3	Reduce the number of unapproved student absences from 8.8 average days (2018) to 5.0 average days (2022)
Key Improvement Strategy 2.ay Intellectual engagement and self-awareness	Activate student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners.
Key Improvement Strategy 2.by Empowering students and building school pride	Build parameters of risk taking in learning by students and teachers.
Key Improvement Strategy 2.cy Building practice excellence	Build teacher capacity to support students to be reflective, questioning and self monitoring learners
Goal 3	To maximize learning outcomes in numeracy for all students.
Target 3.1	Increase the number of students achieving high relative growth in NAPLAN Numeracy from 30% (2018) to 35% (2022)
Target 3.2	Decrease the number of Year 5 students measured as below expected level in NAPLAN Numeracy from 12% (2018) to less than 10% (2022)
Target 3.3	All students to show growth at least 12 months' growth in teacher judgement
Key Improvement Strategy 3.ay Evaluating impact on learning	Establish and embed a whole school approach across all programs to evaluate impact of teaching and learning programs.
Key Improvement Strategy 3.by Building practice excellence	Enhance feedback processes school wide to optimise learning outcomes.