**School Strategic Plan 2022-2026**

Richmond West Primary School (5044)



Submitted for review by Peter James (School Principal) on 04 November, 2022 at 12:16 PM  
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 05 December, 2022 at 04:02 PM  
Awaiting endorsement by School Council President

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| School vision | 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. |
| School values | Richmond west primary School shares the following three values with all members of the school community:  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.   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.   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.  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.  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.   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.   RWPS is committed to:  • 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 |
| Context challenges | The 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.    There are 3 language-based learning programs operating within the school  1. English/Chinese (Mandarin) bilingual program (Years F-6) • Approximately 75% 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) • 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. Non bilingual English Program (Years F-6) • Classroom instruction is exclusively in English • Mandarin Chinese LOTE program of one hour per week   The key challenges for RWPS 2022 - 2026 include the following:  1. Consistency of practice in the implementation of the RWPS instructional model across the three language learning programs.   2. The evolution of the school's curriculum design with a particular emphasis on building pedagogical and assessment tools for the Chinese literacy program that aligns with the Victorian curriculum.    3. Implementation of a whole school approach to the development of student voice and agency. |
| Intent, rationale and focus | The focus will be on three goals over the life of the Strategic Plan.  1. Strengthen student agency to improve engagement in learning. 2. Maximise the learning growth of students within the Chinese bilingual program. 3. Maximise the learning growth of students within the non-bilingual and Vietnamese program.  These goals will be addressed with a number of key strategies over the four year period.  • a whole approach to developing student agency • reviewing and embedding the school’s instructional models • use of assessment to inform differentiation • continue to develop and embed the PLC inquiry model to inform teaching and planning • targeted teaching approaches to support the needs of students across all programs • learning and wellbeing supports for students. |

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| Goal 1 | Strengthen student agency to improve engagement in learning. |
| Target 1.1 | By 2026, increase the percent positive responses score on AtoSS for the following factors:   * Stimulated learning from 71 per cent in 2022 to 80 per cent * Motivation and interest from 70 per cent in 2022 to 80 per cent * Student voice and agency from 54 per cent in 2022 to 68 per cent * Self-regulation and goal setting from 76 per cent in 2022 to 85 per cent. |
| Target 1.2 | By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:   * Use of student feedback to inform practice from 77 per cent in 2021 to 85 per cent * Understanding formative assessment from 62 per cent in 2021 to 72 per cent. |
| Target 1.3 | By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:   * Stimulating learning environment from 77 per cent in 2021 to 85 per cent * Student Motivation and support from 77 per cent 2021 to 85 per cent * Student agency and voice from 72 per cent in 2021 to 80 per cent * High expectations for success from 81 per cent in 2021 to 90 per cent. |
| 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 | Build shared understanding of student voice and agency across the school community. |
| Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Build teacher practice to integrate student agency across the curriculum. |
| Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Further develop and expand the school’s student leadership model. |
| Goal 2 | Maximise the learning growth of students within the Chinese bilingual program. |
| Target 2.1 | By 2026, increase the percentage of students in the Chinese bilingual **making above benchmark growth** in NAPLAN from Year 3 to Year 5 for:   * Reading from 21 per cent in 2021 to 30 per cent * Writing from 11 per cent in 2021 to 25 per cent * Spelling from 12 per cent in 2021 to 22 per cent * Numeracy from 25 per cent in 2021 to 30 per cent. |
| Target 2.2 | By 2026, increase the percentage of Year 2 to 6 students combined average in the Chinese bilingual program, to be making at or above expected growth over one year against the Victorian Curriculum in:   * Reading and Viewing from 87 per cent in 2021 to 92 per cent * Writing from 89 per cent in 2021 to 94 per cent * Number and Algebra from 87 per cent in 2021 to 92 per cent. |
| Target 2.3 | By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:   * Instructional Leadership from 46 per cent in 2021 to 65 per cent * Collective efficacy from 67 per cent in 2021 to 78 per cent * Guaranteed and viable curriculum from 72 per cent in 2021 to 81 per cent * Monitoring effectiveness of using data from 69 per cent in 2021 to 83 per cent * Moderate assessment tasks together from  62 per cent in 2021 to 80 per cent. |
| Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Review and embed the key elements of the school’s instructional model. |
| Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen teacher use of assessment to inform planning for differentiation. |
| Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Develop the use of the PLC inquiry model to monitor students’ growth to inform planning and teaching. |
| Goal 3 | Maximise the learning growth of students within the non-bilingual and Vietnamese program. |
| Target 3.1 | By 2026, increase the percentage of equity funded students **making above Benchmark Growth** in NAPLAN from Year 3 to Year 5 in:   * Reading from 22 per cent in 2021 to 27 per cent * Writing from 0 per cent in 2021 to 12 per cent * Spelling from 14 per cent in 2021 to 20 per cent * Numeracy from 22  per cent in 2021 to 27 per cent. |
| Target 3.2 | By 2026, increase the percentage of students from Prep to 6 achieving at or above the expected level against the Victorian Curriculum in Semester 2 in:  Reading and Viewing:   * Equity funded students from 66 per cent in 2021 to 71 per cent * EAL funded students from 74 per cent in 2021 to 80 per cent.   Writing:   * Equity funded students from 48 per cent in 2021 to 60 per cent * EAL funded students from 69 per cent in 2021 to 80 per cent.   Number and Algebra:   * Equity funded students from 67 per cent in 2021 to 72 per cent * EAL funded students from 80 per cent in 2021 to 91 per cent. |
| Target 3.3 | By 2026, increase the percent positive responses score on AtoSS for the following factors:   * Sense of confidence from 73 per cent in 2022 to 78 per cent * Sense of connectedness from 78 per cent in 2022 to 85 per cent * Respect for diversity from 74 per cent in 2022 to 80 per cent * Managing bullying from 67 per cent in 2022 to 78 per cent * Advocate at school from 75 per cent in 2022 to 80 per cent. |
| Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop targeted teaching approaches to support the needs of students. |
| Key Improvement Strategy 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Review and strengthen use of assessment to inform planning for differentiation. |
| Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | To strengthen and broaden learning and wellbeing supports for students. |