

School Strategic Plan 2022-2026

Willowmavin Primary School (3479)



Submitted for review by Carolyn Crowther (School Principal) on 22 June, 2023 at 09:21 PM

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School vision	Willowmavin Primary School's vision is to facilitate opportunities for our children to become confident, creative and inquisitive young people who thrive on learning; for our children to become young people of integrity, honesty, empathy and kindness, connected to the school and each other, and contributing in a meaningful and positive way to their local and global community.
School values	<p>Willowmavin Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>The values below underpin our everyday interactions and expectations of students, staff and community members.</p> <p>Be Your Best: To always do your best and be the best that you can be. This is especially important when nobody else is watching.</p> <p>Respect: Thinking and acting in a way that shows others you care about their feelings and their wellbeing. Respect also means taking care of yourself, others, our school property and our environment.</p> <p>Resilience: The ability to accept that things will sometimes be challenging and not go the way you would like, and not letting such situations cause you to give up or become overly upset.</p> <p>Safe: Always acting and behaving in a manner that ensures we are looking after ourselves and each other so that we feel healthy, safe, comfortable and happy.</p>
Context challenges	<p>Willowmavin Primary School (School No. 3479 Willowmavin) was first registered as an education provider in 1904 as a result of the amalgamation of No. 2179 Willowmavin and No. 1452 Kilmore Diggings Road schools. The school remains located on its original 1904 site and is located in Willowmavin, a small town situated six kilometres to the west of Kilmore, approximately 60 kilometres north of Melbourne. Its rural outlook sets the scene for the school values encompassing being your best, respect, resilience and safety.</p> <p>Our Students Our 49 students are each individuals and we celebrate their diversity and uniqueness. One thing all students have in common,</p>

however, is that they are all members of the Willowmavin Primary School Community. Our students are the centre of what we do at Willowmavin. All decisions are based around one question: "Will this improve outcomes for our students?" We use student surveys and student leadership roles, such as our Junior School Council, to provide our students with a voice in their school and to ensure we have student-centred classrooms. Students are provided with strong wellbeing support, including a school chaplain, and are immersed in learning programs based on the Victorian Curriculum, including weekly specialist classes.

Our Staff

As of June 2023, school staffing consisted of nine staff, with four full-time positions and five part-time positions. This includes a 0.6 business manager and 0.4 Chaplain. Similar to our students, our staff come from different backgrounds and bring a diverse range of skills and talents to our school. And just like our students, our staff also have one thing in common – an immense dedication to the students and community of Willowmavin. Staff travel from near and far to be here and work in collaboration to achieve success for our students and our school. All staff are steadfast in their commitment to make Willowmavin Primary School the best it can be. Just as we seek to develop lifelong learners in our students, we also seek to develop a school staff that continue to learn to improve their practice. Our staff engage in regular professional learning opportunities to ensure we are best equipped to support our students. Our staff are determined to work in partnership with our families and community in our continuous pursuit of achieving improved outcomes for the children in our care.

Our Families

Students achieve greater outcomes when schools work together with families. At Willowmavin Primary School, we seek to not only build close relationships with our families, but also to build the capacity of our families to engage in their child's learning. We instil a sense of belonging in our families through providing multiple mediums in which our families can contribute to our school. This includes working both in and out of classrooms. Our families play a pivotal role in our school and we value their insights. Through surveys, parent groups and forums, and multiple communication avenues, we regularly seek feedback from families on how we are performing in our constant efforts to improve.

Our Community

Geographically, our school is located amongst the farms of Willowmavin. However, our school community is made up of people from well beyond the Willowmavin border. We have built, and will continue to build, a school community that is passionate about our school and has the opportunity to contribute to and develop it. We are working together as a community to create a school that, whilst small in size, is big in stature.

The self-evaluation and review identified the school's key challenges in the below areas:

Consistency of staffing over the previous two years has been a challenge for the school. Of six teachers employed by the school in 2019, one remained in 2022. In 2022, three of five teachers were new to the school, including a first-year graduate. In the first term of 2022, the longest serving teacher passed away suddenly. This had a significant impact on the wellbeing of staff and students which will likely be felt for years to come. In 2023, three classroom teachers are new to the school. Welcoming new staff to a school community is exciting yet also places pressure on the school's induction processes to ensure a shared understanding of the school's

	<p>agreed approach to teaching, learning and wellbeing.</p> <p>As a small school, the ability to release staff at the same time during the school day for collaborative planning time is challenging. However, the school prioritises a collaborative Planning Day at the end of each term where all classroom teachers plan together. After school meetings are also another avenue for collaborative planning and professional learning.</p> <p>Often unique to small schools is the ratio of full-time staff to part-time staff. In 2023, Willowmavin PS has more part-time staff (5) than full-time staff (4). This can be a further challenge for collaborative opportunities – although with creativity and prioritisation, the challenge can be minimised.</p> <p>Another contextual challenge related to the size of the school is that as there is a small number of staff, staff take on responsibilities – including leadership positions - beyond their conventional roles. Although, this can also be viewed as a positive opportunity rather than a challenge.</p> <p>As is common in many small schools, consistency of enrolments is an ongoing challenge for the school. At the time of the School Review in Term 1, 2023 there were 45 students enrolled with this number increasing to 49 students the following term. In the previous four years, enrolments reached a peak of 67. Such fluctuations of student numbers have a direct impact on staffing, grade structure and the school's financial position.</p> <p>As with many schools, the challenge of maintaining the momentum on areas of strength whilst explicitly focusing on different areas is a consideration. The school's previous focus on writing will need to be maintained whilst attention shifts to reading in the first part, and numeracy in the second part, of this School Strategic Plan.</p> <p>Running parallel to the focus on learning is wellbeing. A challenge shared by many, if not all, schools in the Network, is to increase attendance. Willowmavin PS is a member of the Mitchell Murrindindi Wellbeing Community of Practice (CoP). One of the CoP's focuses is wellbeing, including identifying focus students to track and monitor. Willowmavin PS's attendance data has been effected by illness, with explained absences showing medical/illness as the main reason students are absent. Family holidays are also represented as reasons for student absence.</p>
<p>Intent, rationale and focus</p>	<p>Goal 1 – Learning Intent – The What</p> <p>Willowmavin Primary School is aiming to improve student growth in literacy and numeracy. The school will focus on increasing the three-year average of students achieving 12 months growth each year against the Victorian Curriculum. As part of this work, Willowmavin PS will be looking to establish and embed a consistent and effective teaching and learning model in all areas of the curriculum. The creation of a 'Willowmavin Way' documenting scope and sequences for all curriculum areas along with instructional models will be a priority focus. Included in this work will be further strengthening a shared understanding and use of formative</p>

assessment to inform teaching with the goal of meeting the needs of all learners. Underpinning this work will be a focus on teacher collaboration and a focus on academic emphasis.

Rationale – The Why

The pre review self evaluation combined with the review panel's findings found that the school made progress in developing, documenting and deploying an agreed pedagogical approach in areas of curriculum, evidence-based teaching and assessment practices. The Panel determined there was a need to further develop and more comprehensively document the approach to cover all learning areas and establish consistency in the application of high-quality practice across classrooms. They agreed that the agreement and formalisation of structures and processes would also support the induction of staff, and provide the foundation necessary for continued school improvement.

Goal 2 – Wellbeing

Intent – The What

Willowmavin Primary School is aiming to improve student engagement and wellbeing. The school will focus on strengthening opportunities for student voice, agency and leadership along with developing, documenting and implementing a multi-tiered approach to student wellbeing.

Rationale – The Why

The pre review self evaluation combined with the review panel's findings found that the school developed opportunities for students to follow their interests within the curriculum and to have some voice and agency over their wellbeing, learning, and school life. This included the use of Learning Intentions, Success Criteria and individual goals. The Panel agreed that the school should strengthen these processes with particular focus on increasing student input to the cocreation of their learning and wellbeing and building capability to monitor their learning progress. Processes also needed to be established to facilitate the use of student feedback to increase their input to the continuous improvement of their learning, wellbeing and the school. The Panel also determined that the school had yet to fully document a multi-tiered approach to wellbeing to ensure the application of evidence-based approaches to meet the emerging and continuing needs of students.

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Goal 1	Improve student growth in literacy and numeracy.
Target 1.1	<ul style="list-style-type: none">• <u>NAPLAN benchmark growth</u> To be confirmed.
Target 1.2	<u>School Staff Survey</u> By 2026, increase the 3-year average positive response rate for the factors: <ul style="list-style-type: none">• <i>Guaranteed and viable curriculum</i> from 73% (2019-2022) to 81%• <i>Understanding curriculum</i> from 64% (2020-2022) to 72%• <i>Teacher collaboration</i> from 72% (2020-2022) to 80%• <i>Academic emphasis</i> from 63% (2020-2022) to 71%• <i>Understand formative assessment</i> from 61% (2020-2022) to 69%.
Target 1.3	<u>Teacher judgement - growth</u> By 2026, increase the 3-year average percentage of Year 1-6 students achieving 12 months growth each year against the Victorian Curriculum (Semester 2 to Semester 2) for: <ul style="list-style-type: none">• <i>Reading and viewing</i> from 74% (2020-2022) to 83%• <i>Writing</i> from 80% (2020-2022) to 89%

	<ul style="list-style-type: none"> • <i>Number and algebra</i> from 66% (2020-2022) to 75%.
Target 1.4	<p><u>Parent Opinion Survey</u></p> <p>By 2026, increase the 3-year average positive response rate for the factors:</p> <ul style="list-style-type: none"> • <i>Effective teaching</i> from 82% (2020-2022) to 90% • <i>Stimulating learning environment</i> from 78% (2020-2022) to 86%.
Target 1.5	<p><u>Student Attitudes to School Survey</u></p> <p>By 2026, increase the 3-year average positive response rate for the factors:</p> <ul style="list-style-type: none"> • <i>Differentiated learning challenge</i> from 80% (2020-2022) to 88% • <i>Effective teaching time</i> from 82% (2020-2022) to 90%.
<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>	Develop, document and implement a guaranteed and viable whole school curriculum.
<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>	Develop, document and implement a whole school approach to teaching and learning.

<p>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</p>	<p>Develop, document and implement a whole school approach to formative and summative assessment.</p>
<p>Goal 2</p>	<p>Improve student engagement and wellbeing.</p>
<p>Target 2.1</p>	<p><u>School Staff Survey</u></p> <p>By 2026, increase the 3-year average positive response rate for the factors:</p> <ul style="list-style-type: none"> • <i>Trust in students and parents</i> from 62% (2020-2022) to 70% • <i>Use student feedback to improve practice</i> from 72% (2020-2022) to 80% • <i>Support growth and learning of the whole student</i> from 78% (2020-2022) to 86% • <i>Promote student ownership of learning goals</i> from 86% (2020-2022) to 94%.
<p>Target 2.2</p>	<p><u>Parent Opinion Survey</u></p> <p>By 2026, increase the 3-year average positive response rate for the factor; <i>Student agency and voice</i> from 84% (2020-2022) to 92%.</p>
<p>Target 2.3</p>	<p><u>Student Attitudes to School Survey</u></p> <p>By 2026, increase the 3-year average positive response rate for the factors:</p> <ul style="list-style-type: none"> • <i>Student voice and agency</i> from 58% (2020-2022) to 66% • <i>Sense of connectedness</i> from 67% (2020-2022) to 75%

	<ul style="list-style-type: none"> • <i>Emotional awareness and regulation</i> (2-year average) from 64% (2021-2022) to 72%.
Target 2.4	<p><u>Attendance</u></p> <p>By 2026, reduce the 3-year average percentage of students with greater than 20 days absence from 32% (2020-2022) to 24%.</p>
Target 2.5	<p><u>Minor behavioural incidents</u></p> <p>By 2026, decrease the 3-year average number of minor incidents as documented through the Schoolwide Positive Behaviour Support program from 161 (2020-2022) to 145.</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>	Strengthen opportunities for student voice, agency and leadership.
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Develop, document and implement a multi-tiered approach to student wellbeing.