

School Strategic Plan 2022-2026

Western English Language School (8838)



WESTERN ENGLISH LANGUAGE SCHOOL

Submitted for review by Laurence Guttman (School Principal) on 07 February, 2023 at 04:07 PM
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Endorsed by Denis Margetic (School Council President) on 19 February, 2023 at 02:25 PM

School Strategic Plan - 2022-2026

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School vision	The vision of the Western English Language School (WELS) is to empower newly arrived students through the delivery of excellent EAL curriculum and to assist in their future success through strong working relationships with educational providers in the West.
School values	<p>Western English Language School's values are Respect, Responsibility and Caring</p> <p>Respect We show respect for the cultures and experiences of students and their families through knowledge and understanding of them in every interaction we have with them. We show respect for colleagues by listening and actively supporting them - in the classroom, at meetings and by speaking well of them at all times. We show for respect the community by working cooperatively with them.</p> <p>Responsibility We give students clear guidelines and models of good behaviour so that they know what is expected of them. We invite parents to be part of the school. We share duties with colleagues - curricular and extra-curricular activities so that we are always cooperating with each other. We involve ourselves in community activities so that new communities know that we support them.</p> <p>Caring We show compassion for students by understanding their backgrounds and by listening to them and actively supporting the WELS pastoral care program. We understand parents' backgrounds, cultures and experiences. We listen to colleagues, understand and support them and acknowledge their differences. We model and demonstrate care for each other, and take every opportunity to help others that may be in need.</p>
Context challenges	<p>One of our key challenges is our ever-changing cohorts. As we cater to New Arrival students, the countries from which our students have come varies depending on various immigration trends. This means we have to be ready to adapt to very different needs as our cohorts change, often with very little or no warning. These cohorts include migrant, refugee and international students aged between five and 18 years of age.</p> <p>Another key challenge is that we are a five-campus school. The School Review noted that while, for example, the school reached out to support families and link them to a range of external agencies and organisation, there were a range of approaches across the school's campuses, leading to different experiences of some students.</p>

Intent, rationale and focus

Our goal as a school is to provide our students with the best start to their education in Australia, including but not limited to exceptional EAL provision. This goal is clear in our school vision statement: WELS empowers students to develop the practical and academic language skills needed in mainstream settings within a safe and supportive environment. Our vision is underpinned by respect, responsibility and caring as well as community connections.

The rationale for this is simple; without adequate English language skills, new arrival students will not have success in mainstream schooling and beyond. For this reason, it is our responsibility as an EAL school to provide our students with the skills and knowledge they need to succeed as students and therefore citizens.

One priority is to maximise learning growth for all students. While our SSP Targets are to improve students' reading and writing, we will also focus on their speaking & listening as well as their practical English skills. It's important that our focus is broad as success in education demands the acquisition of all of these skills.

A second priority is to enhance the wellbeing of all students. We know that for students to succeed, they must be happy, healthy and engaged. In our Review, the Panel noted that student wellbeing was an ongoing priority to address students' social, emotional and mental health needs, and their engagement and integration into society. As with our learning goal, this will always be a focus at WELS to ensure our students have the best chance to succeed.

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Goal 1	Maximise learning growth for all students.
Target 1.1	By 2026 increase the percentage of students achieving growth in Reading, over their stay: <ul style="list-style-type: none">• All Primary age students achieving two or more reading levels growth from 86% (2022) to 90%• All Secondary age students achieving two EAL sub-levels from 67% (2022) to 72%
Target 1.2	By 2026 increase the percentage of students achieving growth in Writing, over their stay: <ul style="list-style-type: none">• All Primary age students achieving one or more LLs growth from 89% (2022) to 93%• All Secondary age students achieving one or more LLs growth 86% (2022) to 90%
Target 1.3	By 2026 increase the percentage of positive endorsement in the SSS for: <ul style="list-style-type: none">• Academic emphasis from 66% (2022) to 80%• Collective efficacy from 66% (2022) to 80%• Guaranteed and viable curriculum involvement from 68% (2022) to 78%• Teacher collaboration from 58% (2022) to 71%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum	Further embed consistent high-quality instructional practices across the school.

and senior secondary pathways, incorporating extra-curricula programs	
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	Build the capacity of teachers to monitor and evaluate the impact of teaching on student learning.
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	Develop and embed school specific assessment and reporting tools.
Goal 2	Enhance the wellbeing of all students.
Target 2.1	By 2026 increase the percentage of positive endorsement in the AtoSS for: <ul style="list-style-type: none"> • Effective classroom behaviour from 86% (2022) to 90% • Respect for diversity from 83% (2022) to 87% • Advocate at school from 89% (2022) to 93% • Resilience from 90% (2022) to 94%
Target 2.2	By 2026 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) for: <ul style="list-style-type: none"> • Parent participation and involvement from 90% (2022) to 94% • Teacher communication from 87% (2022) to 91%

	<ul style="list-style-type: none"> • Student voice and agency from 91% (2022) to 95%
Target 2.3	<p>By 2026 increase the percentage of positive endorsement in the SSS for:</p> <ul style="list-style-type: none"> • Parent and community involvement from 45% (2022) to 62% • Trust in students and parents from 67% (2022) to 78%
<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>	Further embed a whole school tiered approach to wellbeing.
<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>	Develop and embed a whole school strategy to enhance student voice, leadership and learner agency.
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Enhance family and community partnerships to enrich student outcomes.