

2019-2023

SCHOOL STRATEGIC PLAN

ELTHAM PRIMARY SCHOOL (0209)

Submitted for review by Lorraine Kennedy (School Principal) on 24 October, 2019 at 12:17 PM

Endorsed by Clare Read (Senior Education Improvement Leader) on 31 October, 2019 at 04:20 PM

Awaiting endorsement by School Council President

<p>School Vision</p>	<p>Together we are committed to maximising the learning opportunities for every student in every classroom. Our students will be life-ready. Our students will know themselves as learners who evolve in and impact on a changing world. They will be optimistic and understand their choices to achieve success and happiness in learning and life.</p>
<p>School Values</p>	<p>Our Values Together we live the values of our school community. We are Learners - We know, believe in and stretch ourselves as learners. We are Connected - We are actively connected to ourselves and others and understand our local, national and global place in the world. We are Resilient - We have the courage and confidence to manage challenges and adversity.</p>
<p>Context challenges</p>	<ul style="list-style-type: none"> · The extent to which teacher use evidence and assessment to plan differentiated teaching, particularly for high achieving students · Inconsistent approaches to activating student voice and agency in learning · The lack of opportunity for staff to observe teaching strategies and receive peer feedback · Inconsistency in development of rich learning tasks · Inconsistent approaches to building school connectedness and engagement.
<p>Intent, Rationale and Focus</p>	<p>Intent - Eltham Primary School will increase student learning growth, particularly in high achieving students, and build connectedness and engagement with students and the community.</p> <p>Rationale - In comparison to similar schools the proportions making low growth were higher for reading, writing and numeracy. The percentage of positive responses on the Attitude to School Survey for student agency and voice and self-regulation and goal setting trended down. The Attitudes to School Survey outcomes showed that the percentage of positive responses for sense of connectedness and school safety factors had trended down and were below state median.</p> <p>Focus - Deepening teacher capability to use evidence of student learning to differentiate instruction. This will involve using the PLC FISO inquiry model to develop teachers capability to use evidence of student learning to differentiate instruction. Coaching from Instructional leaders in the classroom, combined with systematic peer observation and feedback cycles will be implemented from year one of the Strategic Plan. Professional learning will be delivered to teachers to develop a deeper understanding of how to analyse and effectively use student learning data.</p> <p>Professional learning will be delivered to staff to embed a common understanding and language of student voice, agency and leadership to enable ownership of and responsibility for student learning. Students will be enabled to develop their voice and agency through the use of a student feedback and learning inquiry cycle.</p> <p>We will continue to establish and create valued student leadership roles throughout the school. We will continue to embed a whole-school approach (SWPBS/Respectful Relationships) to further build social and emotional learning of Eltham Primary students. This will involve connecting with the community through increased communication and establishing extra learning opportunities for the students such as an F-6 music program, further embedding SAKG and becoming Resource Smart accredited. Students will be consulted as a part of the continued implementation of SWPBS.</p>

Goal 1 - Maximise learning growth for every student in literacy and numeracy

Target 1.1

By 2023 increase the percentage of Year 5 students achieving high relative learning growth on NAPLAN:

- Reading from 16% (2018) to 28%
- Writing from 20% (2018) to 29%
- Numeracy from 14% (2018) to 25%.

Target 1.2

By 2023 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level:

- Reading and viewing from 57% to 65%
- Speaking and listening from 12% to 25%
- Writing from 32% to 45%
- Number and algebra from 37% to 50%.

Key Improvement Strategy - 1.a Curriculum planning and assessment

Build teacher capability to track and use evidence of student learning to inform differentiation of the curriculum.

Key Improvement Strategy - 1.b Building practice excellence

Embed a collaborative culture and inquiry cycle to build practice excellence.

Key Improvement Strategy - 1.c Evidence-based high-impact teaching strategies

Develop teacher knowledge and skills to embed high impact literacy and numeracy teaching and learning strategies.

Goal 2 - Empower students to take ownership of and responsibility for their learning

Target 2.1

By 2023 improve the percentage of positive responses to the following factors on the Attitudes to School Survey for Years 4-6:

- Stimulated learning from 66% (2018) to 82%
- Student voice and agency from 55% (2018) to 80%
- Differentiated learning challenge from 72% (2018) to 86%
- Self-regulation and goal setting from 76% to 86%.

Target 2.2

By 2023 improve the percentage of positive responses for the following factors on the School Staff Survey Climate module:

- Teacher collaboration from 48% (2018) to 80%
- Academic emphasis from 53% (2018) to 75%
- Collective efficacy from 77% (2018) to 85%.

Target 2.3

By 2023 improve the percentage of positive responses on the Parent Opinion Survey for the factor school pride and confidence from 56% (2018) to 85%.

Key Improvement Strategy - 2.a Empowering students and building school pride

Develop a common understanding and language of student voice, agency and leadership to enable ownership of and responsibility for student learning.

Key Improvement Strategy - 2.b Intellectual engagement and self-awareness

Embed a strong culture of student voice, agency and leadership in learning through an inquiry cycle.

Goal 3 - Strengthen student connectedness and sense of community

Target 3.1

By 2023 improve the percentage of positive responses on the Attitudes to School Survey Years 4-6 for the following factors:

- Teacher concern from 60% (2018) to 75%
- Sense of connectedness from 53% (2018) to 75%
- High expectations for success from 87% to 94%
- Managing bullying from 57% (2018) to 75%
- Resilience from 71% (2018) to 80%.

Target 3.2

By 2023 improve the percentage of positive responses on the School Staff Survey – School Climate module for the factor, trust in students and parents from 62% (2018) to 75%.

Target 3.3

By 2023 improve the percentage of positive responses on the Parent Opinion Survey for the factor, School pride and confidence from 56% (2018) to 85%.

Key Improvement Strategy - 3.a Health and wellbeing

Embed a whole-school approach to building social and emotional learning.

Key Improvement Strategy - 3.b Setting expectations and promoting inclusion

Build high expectations for learning and teaching in partnership with parents/carers.

Key Improvement Strategy - 3.c Empowering students and building school pride

Develop quality relationships that enhance engagement, self-confidence and learning growth.