

School Strategic Plan 2023-2027

Eltham Primary School (0209)



Submitted for review by Lorraine Kennedy (School Principal) on 01 November, 2023 at 06:47 PM
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School Strategic Plan - 2023-2027

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School vision	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.
School values	<p>Our Values Together we live the values of our school community.</p> <p>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>
Context challenges	<ul style="list-style-type: none"> - Inconsistent approach in planning differentiated tasks in numeracy - Inconsistent in development of quality learning tasks - The gender disparity in students' literacy and numeracy learning outcomes - Inconsistent implementation of the Instructional model - Inconsistent approaches to activating student voice and agency in learning - Inconsistent teacher approaches to building school connectedness and engagement - Low levels of students' resilience and low levels of regulation - Minimal opportunities for staff to observe teaching strategies and receive peer feedback
Intent, rationale and focus	<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 which will promote a sense of wellbeing.</p> <p>Rationale: The NAPLAN data showed an increasing trend in students achieving medium and high growth for writing and numeracy in Year 5, but the percentage was slightly lower for reading. When analyzing the benchmark growth data, the average percentage of students between 2019–21 with above benchmark growth for writing was higher than network percentages and results for primary schools</p>

with similar characteristics. The number of positive responses to the Student Attitudes to School Survey for Student Voice and Agency, Stimulated Learning, Differentiated Learning Challenge and Self-Regulation and Goal setting trended down. However, Student Voice and Agency and Differentiated Learning Challenge factors showed an upward trend.

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 enable them to deepen their understanding of students as learners and strengthen the analysis of cohort data.

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. We will strengthen the student leadership program throughout the school.

We will continue to embed a whole-school approach (SWPBS/Respectful Relationships/Trauma Informed Practice) to strengthen the social and emotional capabilities of Eltham Primary students and promote an improved sense of wellbeing within the community. We will also continue to strengthen the Instrumental Band program, Choir, SAKG , Sustainability and new Science Program to provide students with quality learning experiences beyond the classroom. The school and School Council are committed to continuing to strengthen a sense of community connection through events and promotion of the school via its social media presence.

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Goal 1	To maximise the learning growth of all students in literacy and numeracy.
Target 1.1	<p>By 2027 to improve the proportion of</p> <ul style="list-style-type: none">● Year 3 students exceeding or strong in NAPLAN Reading from 74% (2023) to 80%● Year 3 students exceeding in NAPLAN Writing from 10% (2023) to 15%● Year 3 students exceeding or strong in NAPLAN Numeracy from 79% (2023) to 84%● Year 5 students exceeding or strong in NAPLAN Reading from 80% (2023) to 85%● Year 5 students exceeding in NAPLAN Writing from 7% (2023) to 12%● Year 5 students exceeding or strong in NAPLAN Numeracy from 63% (2023) to 70%
Target 1.2	<p>By 2027 increase the percentage of positive responses on the Attitudes to School Survey for:</p> <ul style="list-style-type: none">● Student Voice and agency from 57% (2022) to 62%● Motivation and Interest from 62% (2022) to 74% <p>By 2027 increase the percentage of positive responses from female students on the Attitudes to School Survey for:</p> <ul style="list-style-type: none">● Perseverance from 52% (2022) to 69%● Sense of confidence from 58% (2022) to 74%
Target 1.3	By 2027 increase the percentage of positive responses on the School Staff Survey for:

	<ul style="list-style-type: none"> ● Academic emphasis from 64% (2022) to 74% ● Use student feedback to improve practice from 83% (2022) to 90%
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen teacher knowledge and practice to activate learner agency, so students become partners in improving outcomes.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capacity to understand the continua of learning in order to meet all learner's needs.
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	
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a	Create a community of learners that prioritises high expectations and pride in learning.

positive, safe and orderly learning environment	
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 2	To strengthen student wellbeing capabilities.
Target 2.1	By 2027 increase the percentage of positive responses from female students on the Attitudes to School Survey for: <ul style="list-style-type: none"> ● Emotional awareness and regulation from 50% (2022) to 60% ● Resilience from 36% (2022) to 50% By 2027 increase the percentage of positive responses from male students on the Attitudes to School Survey for Sense of connectedness from 58% (2022) to 68%.
Target 2.2	By 2027 increase the percentage of positive responses on the School Staff Survey for the factor Seek feedback to improve practice from 78% (2022) to 88%.

Target 2.3	<p>By 2027 increase the percentage of positive responses on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> ● Not experiencing bullying from 49% (2022) to 59% ● Student motivation and support from 66% (2022) to 76%
<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>	Build all staff capability to respond to the wellbeing needs of individual groups, especially those at risk of disengaging.
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<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>	Build all staff capacity to foster positive relationships between staff and students, and peers.
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
Key Improvement Strategy 2.c	Strengthen school practices that promote inclusive, positive behaviour and a safe environment.

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

Key Improvement Strategy 2.c
Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school

Key Improvement Strategy 2.c
Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion