Edithvale primary School 3790 Strategic Plan 2018-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

School vision	School values	Context and challenges	Intent, rationale and focus
To provide a friendly, caring and dynamic learning environment that engages students in working to achieve their personal best in an atmosphere of mutual respect and cooperation.	Currently our school values are listed as: Aspiring Higher Connecting with Our Community Doing the Right Thing Working together There is the potential and possibility that the current values may change to reflect the current climate and culture of our school. In the future these may read as: Respect, Resilience, Love of Learning, Curiosity and Creativity	Over the last 2-3 years our enrolment numbers are trending up and a further increase in student numbers is expected. Our SFOE has been declining over recent years and currently sits at 0.312 We have introduced a number of strategies and programs aimed at improving student outcomes in Reading, writing and Mathematics over the last few years and need to now embed these consistently across the school. There have been inconsistent results in recent NAPLAN testing. Our results over the past few years in Mathematics and Reading we have been either High Performing or Coasting. An inability to consistently 'grow' our higher achieving students has no doubt impacted on our results and a key target cohort for us are our top 20% of students. The NAPLAN testing (most recent) showed that our Year 3-5 growth was greater than that of the State Mean however we still had too much LOW GROWTH Particularly in mathematics and Writing An examination of the 2017 Student Attitude to School Data found the level of positive student responses to the Student voice and agency factor fell below all other factors. The implementation of an inquiry based approach to units of work indicated that consistent practices and understanding of an inquiry approach has only just begun. A need to develop a deeper understanding of Project based Inquiry learning where students are involved (and have agency) in their own learning has been identified. The panel noted a need to ensure strategies were consistently implemented across the school and to raise the level of data literacy to inform planning and teaching and to evaluate the impact of these strategies on learning outcomes. It is widely agreed the school community is closely connected to the school and maintaining and improving the current level of connectedness is important if the school's positive culture is to be maintained and/or improved. The school vision and values statements were developed prior to the current School Strategic Plan. The recent Review panel agreed it was timely to review and evaluate these statements.	*What is your school trying to achieve?* To provide the best possible teaching and learning culture that will enhance students' achievements, develop their skills and increase their confidence. We aim to identify, implement and evaluate our teaching and leadership practices in order that our students can use curiosity and creativity to learn deeply and powerfully. We are trying to create a culture where students, teachers and leaders collaborate and share a common language, beliefs, values and expectations. We want all learners to be Thinkers, Communicators and Risk Takers. We want them to be Open-Minded, Principled, Caring, Balanced and Reflective. *Why is this important? (rationale)* Providing all students with the skills, knowledge and dispositions they may need to be successful now, and in the future, is an imperative of all school systems. It is essential to identify and develop a shared understanding of what excellent teaching and learning practice looks like The school has previously implemented a number of programs and strategies to specifically improve student learning outcomes in Reading, Writing and Mathematics. Some of these strategies had a positive impact on outcomes; however, data currently available does not provide a clear picture that student outcomes in these learning areas had improved across all year levels. The Review panel identified a need to ensure strategies were consistently implemented across the school, to raise the level of data literacy to inform planning and teaching, and to evaluate the impact of these strategies on learning outcomes. In 2016 the school began the implementation of an Inquiry based approach to units of work. Members of staff on the panel agreed there was a need to develop and implement consistent practices and understanding of a Project Based Inquiry approach. Creating authentic and rich tasks and opportunities for students to be Thinkers, Communicators, Risk Takers, Open-Minded, Principled, Caring, Balanced and Reflective will help students develop a deeper understanding of how they learn and what they need to do to be successful. An examination of the 2017 Student Attitude to School Data found the level of positive student responses to the Student voice and agency factor fell below all other factors. The school vision and values statements were developed prior to the current School Strategic Plan. The Review panel also agreed it was timely to review and evaluate these statements. *What are you prioritising? How will the Strategic Plan unfold over 4 years? (focus)]* The High Impact Teaching Strategies in combination with the Curiosity and Powerful Learning work that we have undertaken over the past 3 years will be priorities. The initial focus will be on analyzing data sets to target specific learning needs of students in Reading, Writing and Mathematics. Peer Observations that are a cornerstone of our professional learning will focus on aspects of the HITS throughout the life of the SSP Developing a framework and understanding of what effective Project Based Inquiry learning looks like will be a concurrent focus too. A key to this will be enhancing teachers' questioning skills through ongoing professional learning opportunities

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies			Targets (for improving student achievement, engagement and wellbeing)

Four-year goals:
To improve student outcomes in Reading, Writing and Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing

On the High Impact teaching Strategies Continuum of Practice we will be either embedding or excelling

Improvement Priorities, Initiatives and/or Dimensions:
Excellence in teaching and learning

Building practice excellence

Curriculum planning and assessment

Evaluating the impact on learning

Evidence based high impact teaching strategies

Key improvement strategies:

Key Improvement Strategies (KIS)

- Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching.
- Embed consistent whole school programs and practices in the teaching of English and Mathematics.

Initial steps

- Review and analyse data collection processes across the school.
- Provide whole school professional learning to raise the level of data literacy
- Regular and Consistent Peer observations based on High Impact Teaching Strategies
- Introduce and examine the High Impact Teaching Strategies documents
- Year 1-

HITS	Summary	Key elements
Feedback	Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects or refocuses the actions of teacher and student so the student can align effort and activity with a clear outcome that leads to achieving a learning goal.	Precise, timely, specific, accurate and actionable Questioning and assessment is feedback on teaching practice. Use student voice to enable student feedback about teaching.
Setting goals	Lessons have clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps students understand what is required.	Based on assessed student needs Goals are presented clearly so students know what they are intended to learn Can focus on surface and/or deep learning Challenges students relative to their current mastery of the topic Links to explicit assessment criteria
Questioning	Questioning opens up opportunities for students to discuss, argue, and express opinions and alternative points of view. Effective questioning yields immediate feedback on student understanding, supports informal and formative assessment, and captures feedback on effectiveness of teaching strategies.	Plan questions in advance for probing, extending, revising and reflecting. Teachers use open questions Questions used as an immediate source of feedback to track progress/understanding

Year 2- Structuring lessons, Explicit Teaching, Worked Examples

HITS	Summary	Key elements	
Structuring lessons	A lesson structure maps teaching and learning that occurs in class. Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimise time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning	Clear expectations Sequencing and linking learning Clear instructions Clear transitions	Scaffolding Questioning/feedback Formative assessment Explicit Instructional Model- CPL
Explicit Teaching	When teachers adopt explicit teaching practices they clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together	Shared learning intentions Relevant content and activities New content is explicitly introduced and explored Teacher models application of knowledge and skills Worked examples support independent practice Practice and feedback loops uncover and address misunderstandings	
Worked Examples	A worked example demonstrates the steps required to complete a task or solve a problem. By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load.	Teacher clarifies the learning objective, then demonstrates what students need to do to acquire new knowledge and master new skills Teacher presents steps required to arrive at the solution so students' cognitive load is	

Targets:

- By the end of the review period NAPLAN data will show less than 10% of students were assessed with a low relative growth in Reading, Writing and Number.
- By the end of the review period Year 3 NAPLAN data will show the average % of students achieving in the top 2 Bands
  - Numeracy- 50%
  - Reading- 60%
  - Writing- 60%
- By the end of the review period Year 5 NAPLAN data will show the average % of students achieving in the top 2 Bands
  - Numeracy- 40%
  - Reading- 55%
  - Writing- 33%
- By the end of the review period NAPLAN data will show less than 5% of students were assessed with a low relative growth in Reading, Writing and Number.
- Teacher judgements and at least one set of norm referenced data will show each class demonstrated a year of learning growth in Reading and Mathematics.
- Moderated teacher judgements demonstrate at least a year of learning growth in writing.

Staff survey

Maintain or improve whole school percent endorsement for the Teaching and learning module:
- 2016 – 77.6% endorsement.

The teacher presents a worked example and explains each step. Later, students can use worked examples during independent practice, and to review and embed new knowledge.

reduced and they can focus on the process

Students practice independently using the worked example as a model

Year 3- Collaborative Learning, Multiple exposures, Differentiated Teaching

HITS	Summary	Key elements
Collaborative Learning	Collaborative learning occurs when students work in small groups and everyone participates in a learning task. There are many collaborative learning approaches. Each uses varying forms of organisation and tasks. Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in negotiating roles, responsibilities and outcomes.	Students work together to apply previously acquired knowledge Students cooperatively solve problems using previously acquired knowledge and skills Students work in groups that foster peer learning Groups of students compete against each other
Multiple exposures	Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills. Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge.	Students have time to practice what they have learnt Timely feedback provides opportunities for immediate correction and improvement
Differentiated Teaching	Differentiated teaching are methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations. To ensure all students master objectives, effective teachers plan lessons that incorporate adjustments for content, process, and product	High quality, evidence based group instruction Regular supplemental instruction Individualised interventions

Year 4- Review of all Key Improvement strategies

To improve Student Voice and Agency in their learning (measured against Student Attitudes to School Survey)	**Positive climate for learning** *Empowering students and building school pride* Ensure authentic student voice that encourages students' participation in shared decision-making around what and how they learn and how their learning is assessed. Understand the importance of creating learning environments that promote independence, interdependence and self-motivation. *Intellectual engagement and self-awareness*	<u>Key Improvement Strategies (KIS)</u> • Refine and implement a consistent approach to **Project Based Inquiry** learning and teaching. Inquiry focused instruction is the foundation for high quality teaching. An emphasis on inquiry leads to improved achievement and enhanced curiosity (CPL pg 12). This will be achieved by using the following Project-Based Inquiry guidelines; 1. A BIG essential question. Eg. Could the earth spin without Mathematics? 2. A FERTILE question- framed within the concept of the BIG question. 3. A concluding activity, a performance of understanding. 4. Plan backwards. Start with the end-product or performance of understanding using an Inquiry, Research, Collaboration, Presentation, Reflection model <u>Initial action</u> • Establish a common whole school understanding and practice for developing Fertile Questions. This will be supported through use of the Teaching and Learning Cycle and Audit Tool (CPL p13). • Establish a common whole school understanding and practice for asking questions (Curiouser and Curiouser pg 12, 13) that are asked:	To support the achievement of the goal the panel agreed Targets and Key Improvement Strategies might be: <u>Targets</u> Establish targets based on the Positive climate for learning – Student voice and agency factor **Student voice and agency** 	Percent Positive Response	2017	End of review period	 |---|---|---| 	Year 4	87%	90%	 	Year 5	67%	90%	 	Year 6	79%	90%	 	Average	78%	90%	 <u>Staff survey</u> Maintain or improve whole school percent endorsement for the Professional Learning module: 2016 – 93.4% endorsement.

	Explicitly teach students metacognition strategies that support them to evaluate their own progress, self-regulate and take responsibility for their learning. Engage students in work that is interesting, personally relevant, appropriately challenging and when they receive regular feedback on their progress.	✓ To stimulate curiosity when beginning a topic ✓ To sustain curiosity during learning ✓ After students have learned new ideas ✓ To help students transfer ideas to new situations • Provide professional learning opportunities for members of staff to develop whole school agreement and understanding of student agency. • Provide professional learning opportunities for members of staff to develop understanding of Metacognitive Strategies so that students are empowered to think about their own thinking (HITS p26, 27). • Develop and implement strategies whereby students can track, monitor and celebrate their own learning growth.	
Elevate the connectedness of the school community measured against the Student and Parent Surveys	**Community engagement in learning** Parents and carers as partners- Effective schools have high levels of parent engagement and involvement Building communities- Schools that partner with families and community-based organisations create a network of support for student wellbeing and engagement **Whole School approach to wellbeing-** Teachers incorporate social and emotional learning programs into their classroom to improve student wellbeing and achievement	Key Improvement Strategies • Develop, implement and embed the school's vision and values into the school's everyday practice. Initial action • Review and evaluate the effectiveness of the school's current vision and values statements • Engage students, staff and parents in discussions about the school's vision, values and goals- linking this to our current work • School Improvement team established to develop, oversee and evaluate the effectiveness of 2018 AIP Initial action • Review of current Health and Wellbeing sessions • Engage with the Resilience Project manuals and undertake professional learning for staff (pupil free day) and parents	Maintain or improve the percent endorsement of the whole school in the Staff Survey for the following modules. • School climate (2016 - 89% endorsement) • School leadership (2016 - 92.3% endorsement) • Staff safety and wellbeing (2016 - 90% endorsement). Maintain or improve the percent of parents who were satisfied with the school overall. • In 2016 94% were satisfied Student Survey: Maintain or improve percent endorsement in the Student Attitude to School Survey for the Positive climate for learning domain • School connectedness (2017 - 92% endorsement) • Sense of inclusion (2017 - 94% endorsement) • Advocate at school (2017 - 94% endorsement)