

# School Strategic Plan 2021-2025

Edithvale Primary School (3790)



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<b>School vision</b>	<p>Our shared vision is to give every student the best learning and personal development experiences, and to uphold our Values - Respectful, Kind, Determined</p> <p>Edithvale Primary 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>
<b>School values</b>	<p>We are Edithvale Primary and we are Respectful, Kind and Determined</p> <p>Respect is -</p> <ul style="list-style-type: none"><li>- displaying good manners to all members of our community</li><li>- caring for ourselves and others</li><li>- caring for our shared environment</li><li>- displaying understanding for the diversity in our community/world.</li></ul> <p>Kindness is -</p> <ul style="list-style-type: none"><li>- having thoughtful and positive interactions with all students, staff and community members</li><li>- demonstrating empathy toward others</li><li>- appreciating and understanding diversity</li></ul> <p>Determination is -</p> <ul style="list-style-type: none"><li>- working hard each day and to the best of your ability</li><li>- displaying personal and academic grit to do your best, always.</li><li>- displaying a growth mindset: positive actions, behaviours, words and choices</li></ul>

## Context challenges

We provide a culture that creates opportunities for all students to learn and grow through the provision of high quality teaching and learning and an engaging curriculum.

This is accomplished through collaborative planning, professional development, research and implementation of innovative teaching strategies that promote student success.

We provide a safe and secure learning environment, encouraging children to take risks and to engage in a diverse curriculum provided by a team of teachers committed to high quality instruction. We provide a supportive, engaging, active and enjoyable environment that encourages all students and staff to achieve their personal best. We encourage and foster creative thinking and curiosity. We encourage each of our students to recognise their unique significance to our school community and support and guide them as they explore their interests and abilities.

We are committed to providing 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.

By providing the best possible teaching and learning culture we will continue to enhance students' achievements, develop their skills and increase their confidence. We remain determined to 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 passionate about creating 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. Our students are actively encouraged to undertake social responsibilities and take an active role in promoting awareness on broad community issues such as Homelessness, MND, Down Syndrome, Diabetes and Mental Health.

The school fosters close links with parents and the broader community and recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We see ourselves as partners in the creation of healthy learning environments and excellent educational and wellbeing outcomes. Our school has grown considerably in the last 4 years (from 320 to 470 students) and with that has been an increase in the number of staff. A challenge has been to ensure ALL teaching staff are able to confidently deliver the Instructional model, consistently throughout the school. Over the last 2 years we have been unable to embed some instructional practices because of disruption to school operations. A focus throughout the next SSP is to refine and consistently teach our Model of Instruction and the phases of lessons. This will include a focus on students co-designing Success Criteria and Goal Setting as well as explicit teaching based on research. A further focus on how students can Review their learning and efforts is a key to ongoing improvement as well.

Professional Learning Communities (PLC). There is a culture of collegiality and collaboration that has helped to establish high levels of relational trust amongst staff. Staff have shown a willingness to participate in professional learning to adopt new approaches to the teaching of Reading and Writing (to a smaller degree) so the pieces are in place for successful PLCs to run over the course of the

SSP. A focus will be on differentiating learning for all students and effectively using data to identify students' next level of learning.

A challenge is to continue to grow and develop our High Ability students and PLCs will help in this space. There is a drop off in the Top 2 Bands - so this is a key focus

Percentage of Year 3 students achieving in the top two bands of NAPLAN:

	2017	2018	2019	2021	
Reading	57%	58%		64%	73%
Writing	58%	68%	57%		55%

However the Percentage of students achieving below NAPLAN benchmark growth over time shows:

	2017	2018	2019	2021	
Reading	22%	9%		22%	26%
Writing	23%	26%	38%		24%

Which equates to....

Percentage of Year 5 students achieving in the top two bands of NAPLAN:

	2017	2018	2019	2021	
Reading	53%	51%		42%	42%
Writing	11%	8%	4%	19%	

We continue to share a number of students with Yarrabah and currently have 18 students funded under the PSD program.

There are strong and supportive relationships between staff, students and parents that were maintained, if not strengthened, throughout the extended periods of remote learning.

There remains high levels of positive response on the student Attitudes to School Survey (AtoSS) for factors related to wellbeing and safety and the comments of parents who praised the culture of the school, saying there was genuine care, connection and communication by all staff with students and their families. The School Staff Survey (SSS) showed improved positive endorsement for trust in students and parents.

With an evolving Leadership team and changes throughout the last 4 years (4 different APs) we will endeavour to develop our next

	level of leaders and provide opportunity for development, professional learning and opportunity to lead.
<b>Intent, rationale and focus</b>	<p>A priority of the next Strategic Plan will be the investigation and implementation of an Instructional playbook/Model for our English and Mathematics programs. The school Principal Class team and Learning Specialists will engage with local schools, SEILs and consultants to observe their practice and gain further knowledge about Literacy and Numeracy.</p> <p>Broadly our aims are to develop, refine and improve our:</p> <ul style="list-style-type: none"> <li>Literacy and Numeracy learning and teaching</li> <li>Curriculum development, Instructional playbook and assessment</li> <li>Data literacy and ability to monitor impact</li> <li>Professional Learning Communities</li> <li>Student voice and learner agency so that we have a common understanding and language to define student voice and learner agency including Student Goal Setting</li> <li>Student engagement and wellbeing</li> </ul> <p>More specifically we will:</p> <ul style="list-style-type: none"> <li>Develop, refine and document the instructional model and agreed instructional approaches in literacy and numeracy</li> <li>Embed agreed professional learning community structures to embed high-impact teaching strategies to improve student learning growth</li> <li>Build the capability of staff to use assessment and data to evaluate the impact of instructional strategies on student learning to refine classroom practice</li> <li>Develop a shared understanding amongst staff and students of student agency and empowerment, including the capacity of students to monitor and evaluate their own learning</li> <li>Build the capability of staff and students to give and receive targeted feedback to improve student learning</li> <li>Develop and implement a consistent approach to student involvement in goal setting and the monitoring of their learning based on data and evidence</li> </ul> <p>Disability Inclusion</p> <p>As we transition from the current PSD model to the new Disability Inclusion model, we will invest heavily in Student wellbeing and inclusion. We will appoint a Disability Inclusion leader who will work with school leaders and staff to plan for and implement the Disability Inclusion funding model.</p>

We will:

Coordinate resources and support with the educational adjustments to assist students with disabilities to participate in education on an equitable basis with their peers.

Support teachers to understand the new Disability Inclusion Profile (DIP) requirements and documentation

Support all school staff at Disability Inclusion profile meetings to confidently provide information about a student's learning social engagement and participation

Build teacher capacity in understanding and delivering adjustments for Tier 2 and 3 students

Oversee School resources (including intervention checklists, profiles, intervention artefacts).

Support staff to record the student's responsiveness to adjustments, for example, a record of the reduction in the frequency of a target behaviour over time through behaviour support plans or Health support plans

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<b>Goal 1</b>	Maximise learning growth in literacy and numeracy
<b>Target 1.1</b>	By 2025, increase the percentage of students achieving in the top two NAPLAN bands in Year 5 for: <ul style="list-style-type: none"><li>• reading from 42% in 2021 to 60%</li><li>• writing from 19% in 2021 to 33%</li><li>• numeracy from 29% in 2021 to 60%</li></ul>
<b>Target 1.2</b>	By 2025, increase the percentage of students meeting or above NAPLAN benchmark growth for: <ul style="list-style-type: none"><li>• reading from 74% in 2021 to 84%</li><li>• writing from 73% in 2021 to 80%</li><li>• numeracy from 57% in 2021 to 85%</li></ul>
<b>Target 1.3</b>	By 2025, increase the percentage of Foundation to Year 6 students achieving above age expected level by teacher judgement against the Victorian Curriculum for: <ul style="list-style-type: none"><li>• reading and viewing from 37% in 2020 to 50%</li><li>• writing from 14% in 2020 to 33%</li><li>• number and algebra from 31% in 2020 to 50%</li></ul>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop, refine and document the instructional model and agreed instructional approaches in literacy and numeracy
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Embed agreed professional learning community structures to embed high-impact teaching strategies to improve student learning growth
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Build the capability of staff to use assessment and data to evaluate the impact of instructional strategies on student learning to refine classroom practice
<b>Goal 2</b>	Increase student engagement in learning
<b>Target 2.1</b>	By 2025, increase the percentage positive response on the Attitudes to School Survey for: <ul style="list-style-type: none"> <li>• I can do challenging schoolwork from 79% in 2020 to 90%</li> <li>• I have a say in the things I'm learning from 63% in 2020 to 90%</li> <li>• I am encouraged to share my ideas from 75% in 2020 to 90%</li> </ul>
<b>Target 2.2</b>	By 2025, increase the percentage positive endorsement on the School Staff Survey for: <ul style="list-style-type: none"> <li>• academic emphasis from 72% in 2019 to 85%</li> <li>• teacher collaboration from 76% in 2019 to 85%</li> <li>• understand how to analyse data from 68% in 2019 to 85%</li> <li>• use pedagogical model from 73% in 2019 to 85%</li> </ul>
<b>Target 2.3</b>	By 2025, increase the percentage positive response on the Parent Opinion Survey for: <ul style="list-style-type: none"> <li>• student motivation and support from 89% in 2020 to 92%</li> </ul>



	<ul style="list-style-type: none"> <li>• student voice and agency from 78% in 2020 to 90%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop a shared understanding amongst staff and students of student agency and empowerment, including the capacity of students to monitor and evaluate their own learning
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Build the capability of staff and students to give and receive targeted feedback to improve student learning
<b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness	Develop and implement a consistent approach to student involvement in goal setting and the monitoring of their learning based on data and evidence
<b>Goal 3</b>	Increase student wellbeing and connectedness
<b>Target 3.1</b>	By 2025, increase the percentage positive response on the Attitudes to School Survey for: <ul style="list-style-type: none"> <li>• Effective classroom behaviour 76% to 85%</li> <li>• Students at this school treat each other with respect from 53% in 2020 to 85%</li> <li>• Students at this school treat teachers with respect from 61% in 2020 to 85%</li> <li>• The teacher seems to know if something is bothering me from 59% in 2020 to 85%</li> <li>• I can talk to my teacher if something is bothering me from 79% in 2020 to 85%</li> <li>• I enjoy being at school from 84% in 2020 to 90%</li> </ul>
<b>Target 3.2</b>	By 2025, increase the percentage positive endorsement in the school climate module of the School Staff Survey for:

	<ul style="list-style-type: none"> <li>• Staff in my school are able to educate the most challenging students from 65% in 2019 to 85%</li> <li>• Staff in my school do not have the skills to deal with student disciplinary issues* from 61% in 2019 to 85%</li> </ul>
<b>Target 3.3</b>	<p>By 2025, increase the percentage positive responses on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• Teachers communicate often enough about my child's progress from 75% in 2020 to 85%</li> <li>• The school provides diverse programs for my child's interests and abilities from 85% in 2020 to 90%</li> <li>• My child gets extra help with learning from teachers when needed from 80% in 2020 to 85%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Vision, values and culture	Embed a consistent approach to align the school's vision and values in everyday practice to support school improvement
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Develop and implement a tiered, responsive and contextualized approach to support student learning, wellbeing and inclusion
<b>Key Improvement Strategy 3.c</b> Setting expectations and promoting inclusion	Develop a collaborative approach amongst all staff, families and external agencies to ensure all students' cultural needs and abilities are recognised and addressed in the learning program