

School Strategic Plan 2018-2022

Strathaird Primary School (5463)



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<p>School vision</p>	<p>At Strathaird Primary School our Vision is 'To empower students to strive for personal achievement, embrace challenges and develop the skills and values that enable them to become lifelong learners and engaged, responsible citizens in an ever changing global society'.</p>
<p>School values</p>	<p>Strathaird Primary School VALUES We value Wisdom, Respect, Self Esteem and Happiness. Wisdom – Growth through the acquisition of knowledge skills and experiences. It encompasses the qualities of independence, responsibility and goal setting. Respect – The valuing of people’s worth and qualities and treating everyone in the school community in a polite and friendly manner. It encompasses the qualities of friendship, cooperation, courtesy, honesty, trustworthiness, compassion and consideration. Self Esteem – A feeling of self worth and confidence. It encompasses the qualities of confidence, achievement, enthusiasm, patience, and positive attitude. Happiness – Appreciation of life and ability to see the positives in most situations. It encompasses the qualities of fairness, forgiveness, safety, and kindness. Our school motto is: Success, Pride, Self Esteem, chosen by school council as fitting attributes that reflect our underlying values.</p>
<p>Context challenges</p>	<p>The School Review confirmed an outstanding school culture, with highly effective student wellbeing practices and excellent achievement in many areas, with the School often performing well above similar schools. Classrooms across the school are respectful and orderly learning environments where students are cooperative and compliant and understand classroom routines and conventions. Strong literacy and numeracy programs have been developed and many students, particularly at Year 3, have been high performing during the Strategic Plan period. Students, parents and staff love and value their school. It was clear during the Self-Evaluation and Review that student engagement, confidence and achievement recedes as students’ progress up through the year levels from Years 4-6. It was also clear that a recently introduced Instructional Model needs to be embedded across the school. Each year a large number of students perform in the top two bands on NAPLAN in Year 3 and compared to data in Year 5 there is a drop off in achievement for these same students. Evidence suggests there is an embedded culture where high expectations are interpreted as meaning conservative assessing of student work and this conservative marking has meant students are possibly not receiving acknowledgement of their true ability and achievements. Teacher judgement data, particularly at Year 3 and Year 4, often does not reflect the consistently strong outcomes from NAPLAN. The Panel believed there is a need for stronger evaluation of student achievement against the Victorian Curriculum. The Review found that although the school increasingly collected student</p>

	<p>learning data from a range of sources throughout the School Strategic Plan period, the use of data to inform practice was not consistent across the school and there is a need to ensure data is used effectively to inform planning and classroom practice. The engagement issues at the upper year levels evident in the Student Attitudes to School Survey were difficult to reconcile given the day to day happy, orderly learning environment in classrooms. A decline in emphasis on inquiry based learning during the period of the Strategic Plan appears to have had a negative effect on student engagement and motivation. The Panel's view was that improvement in student voice and agency, where students are enabled and empowered students to take some responsibility and ownership for their learning, will also help to address the challenges.</p>
<p>Intent, rationale and focus</p>	<p>INTENT: Strathaird Primary School aims to provide high quality, evidence based teaching and learning within the best possible learning environment that will not only enhance students' achievements but also increase their engagement, confidence and skills to manage and monitor their own learning. We want students to be aware of, and given recognition for their achievements and to understand their next step learning through accurate feedback from their teachers. For students to maximize opportunities in the future as part of a very connected global society, we want all learners to become increasingly skilled thinkers, collaborators, self-managers, researchers and communicators.</p> <p>RATIONALE: By combining high quality teaching and learning and the best possible learning environment where students are engaged and confident to increasingly manage their own learning, we believe we can maximize their outcomes and success as life long learners. If we embed evidence based teaching and learning and the School Instructional model, then high quality, consistent practice will occur and that will improve learning achievement in all classrooms. If we build the capability of class teachers to use assessments effectively and make accurate judgements then students will receive appropriate scaffolded instruction. If students receive regular, accurate feedback from their teachers on their learning, students learning outcomes and engagement will improve. By acknowledging each students achievements and making their learning visible to them, they will also have increased awareness and confidence in their learning. By distributing leadership to include a middle level, we will expand our capacity to successfully implement our Strategic Plan improvement agenda.</p> <p>FOCUS: Embedding the instructional model across all levels of the school has commenced and will be a part of our work early in the Strategic Plan. Building the capability of classroom teachers to use the full range of assessment tools to generate accurate judgements against the Victorian Curriculum standards is a high priority and will commence in the first year of the Strategic Plan alongside introducing feedback in various forms into classroom practice at all levels. Creating a more engaging classroom environment through increasing student voice and choice in the upper levels is an area that we can make changes to early in the Strategic Plan. Developing a culture of student empowerment to support students to manage and monitor their own learning will be worked on progressively over the four years. Development of middle-level leaders to advance the school improvement agenda has commenced in 2018 and will continue over the Strategic Plan.</p>

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Goal 1	To improve student learning with a specific focus on Years 4-6
Target 1.1	To improve Year 5 NAPLAN relative learning growth in Numeracy from 18 per cent high growth to 25 per cent high growth. To improve NAPLAN relative growth in Reading from 26 per cent high growth to 30 per cent high growth. To maintain NAPLAN relative growth in Writing at 30 per cent high growth.
Target 1.2	NAPLAN - Proportion of students in the top two bands in Reading, Writing and Numeracy at Year 5 will be within 5 per cent of the matched Year 3 cohort. Teacher Judgements – aggregated data from teacher judgements at Years 4 -6 will show a closer correlation with the NAPLAN band detail in Reading, Writing and Number than the 2018 baseline data.
Key Improvement Strategy 1.a Instructional and shared leadership	Build the skills of middle-level leaders to advance the school improvement agenda.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build capability of classroom teachers to use the full range of assessment tools to generate accurate judgements against the Victorian Curriculum standards.
Key Improvement Strategy 1.c Building practice excellence	Embed the instructional model, with high levels of fidelity, across all levels of the school.
Key Improvement Strategy 1.d	Action Plan to accelerate improvement

Evaluating impact on learning	
Goal 2	To improve student voice and agency in learning.
Target 2.1	Attitudes to School survey outcomes to reach the third quartile for students of both genders on the following survey items: Student voice and agency Motivation and interest Stimulating learning Sense of confidence
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a culture of student empowerment to support students to manage and monitor their own learning within a stimulating learning environment.
Key Improvement Strategy 2.b Empowering students and building school pride	Embed feedback in all forms into classroom practice at all levels.
Key Improvement Strategy 2.c Building practice excellence	Embed the instructional model, with high levels of fidelity, across all levels of the school.