

# School Strategic Plan 2019-2023

Sandringham East Primary School (4429)



Submitted for review by Laureen Walton (School Principal) on 26 November, 2019 at 01:23 PM  
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# School Strategic Plan - 2019-2023

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<b>School vision</b>	To build an inclusive community where our children are active learners, critical thinkers and creative explorers. Think. Imagine. Become
<b>School values</b>	Our school values are <ul style="list-style-type: none"><li>• Care</li><li>• Aspiration</li><li>• Respect</li></ul>
<b>Context challenges</b>	<p>The school review challenged our practices and clearly defined the following areas for improvement.</p> <p><b>LITERACY AND NUMERACY:</b> Our teachers have developed effective strategies and pedagogy in improving student outcomes and use data regularly. This is a strong basis for building exemplary teaching practice. We will facilitate a more consistent approach across year level teams, including intensive moderation practices, to embed practices developed through previous work with UMNOS and Misty Adoniou. Through PLCs we will develop a staged approach, potentially a 5 year plan to ensure successful implementation.</p> <p><b>ACADEMIC EXCELLENCE:</b> The school review has indicated our students would benefit from further challenge to develop their skills. We will work with teachers to improve our learning tasks, making them more consistent to ensure parent understanding, and working towards rubrics which reflect the Victorian Curriculum and allow students a better understanding of the skills required. Similarly we will promote individualised success criteria as part of PDPs. In developing a more rigorous curriculum it is important students always feel supported, free to make mistakes and their well-being monitored.</p> <p><b>STUDENT AGENCY:</b> Our 2019 ATOSS reveals we are still working towards increasing student agency in our school. Although we have excellent programs for student leadership, the concept of agency is different and we have only just begun to explore what that means for us. We will audit our curriculum specifically to assess where we provide opportunities for students to have ownership of their learning and how we expand this. This would also include establishing consistent processes for student feedback to teachers.</p> <p><b>PROFESSIONAL LEARNING COMMUNITIES:</b> Whilst our teams do prioritise data analysis and student outcomes, the review questioned our PLC processes and clearly we need to invest in effective PD to enhance our understanding of data. Teachers are completing the online PLC modules and we have liaised with the PLC Regional Manager, Shaun Wells, about how to approach this. PLC leaders will undertake further PD to implement a renewed PLC structure for 2020.</p>

**Intent, rationale and focus**

The school review strongly acknowledged the following strengths of SEPS

COMMUNITY: We envisage further focus on our communication strategies, including effective use of Compass and a cohesive approach to social media.

CHILD CENTRED LEARNING: The range of programs at SEPS are all considered deeply valuable in developing the growth of students academically, socially and emotionally. We now look to consolidating the programs and making links between them to ensure the most effective delivery.

PROFESSIONAL LEARNING: The leadership and team of teachers at SEPs embrace professional reflection and learning. This is encouraged through a comprehensive program of professional development internally and externally. Our AIP/SSP targets will require a focussed approach to PD which will be reflected in staff Performance plans.

The school review also challenged our practices and clearly defined areas for improvement as discussed in our context challenges.

Of the four improvement areas we consider it imperative that we begin by establishing an effective PLC culture as a driving force to guarantee the desired growth in literacy, numeracy and student agency. The school review has given us direction by establishing goals and targets in our 2019-2023 School Strategic Plan. These are aspirational but provide clear challenges for achieving them. Each PLC in 2020 will engage teachers in data analysis and Communities of Practice to develop an action plan over the rest of the SSP cycle that will embed consistent teaching practice. The aim of this is to ensure within the 4 year cycle we strengthened our culture of outstanding teaching and learning to improve student outcomes.

As a starting point have been reviewing our Vision and Values. After community consultation we have developed a vision statement that succinctly articulates the outstanding potential of SEPS and a set of three values that will guide us each day. These are essential in providing a framework for the development of a positive school culture and should be the essence of our behaviours, conversations and expectations.

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<b>Goal 1</b>	<p>To ensure the learning growth of every student in literacy</p>
<b>Target 1.1</b>	<p><b>By 2023, the matched cohort of students from Year 3 to 5 in the top two bands for NAPLAN Reading and Writing will be maintained or increased.</b></p> <p>Percentage of students in the top two bands to be maintained or increased based on 2019 Year 3 - 2021 Year 5 NAPLAN.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2020 Year 3 - 2022 Year 5 NAPLAN.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2021 Year 3 - 2023 Year 5 NAPLAN.</p>
<b>Target 1.2</b>	<p><b>By 2023, we will increase the percentage of students in the medium to high NAPLAN learning relative growth bands in Reading and Writing.</b></p> <p>Improve from 75% (2019) to 82% (2023) in Reading and 75% (2019) to 82% (2023) in Writing, as measured by NAPLAN Years 3 to 5.</p>
<b>Target 1.3</b>	<p><b>By 2023, we will increase the percentage of students making 12 months growth according to teacher judgement based on norm referenced assessment in Reading and Writing.</b></p> <p>Improve from 89% (Semester 2 2017 - Semester 2 2018) students achieving 12 months growth to 95% (Semester 2 2022 - Semester 2 2023), average from Levels 1 - 6 in Reading.</p> <p>Improve from 82% (Semester 2 2017 - Semester 2 2018) students achieving 12 months growth to 90% (Semester 2 2022 - Semester 2 2023), averaged from Levels 1 - 6 in Writing.</p>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	To embed the school's instructional model consistently to ensure it supports the provision of differentiated teaching practices that target the learning needs of students in literacy
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	To implement a PLC with an inquiry cycle to evaluate the impact of teaching on learning outcomes
<b>Goal 2</b>	To ensure the learning growth of every student in numeracy
<b>Target 2.1</b>	<p><b>By 2023, the matched cohort of students from Year 3 to 5 in the top two bands for NAPLAN Numeracy will be maintained or increased.</b></p> <p>Percentage of students in the top two bands to be maintained or increased based on 2019 Year 3 - 2021 Year 5 NAPLAN.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2020 Year 3 - 2022 Year 5 NAPLAN.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2021 Year 3 - 2023 Year 5 NAPLAN.</p>
<b>Target 2.2</b>	<p><b>By 2023, we will increase the percentage of students in the medium to high NAPLAN learning relative growth bands in Numeracy.</b></p> <p>Improve from 87% (2019) to 95% (2023) in Numeracy as measured by NAPLAN Years 3 to 5.</p>

<b>Target 2.3</b>	<p><b>By 2023 we will increase the percentage of students making 12 months growth according to teacher judgement based on norm referenced assessment in Numeracy.</b></p> <p>Improve from 89% (Semester 2 2017 - Semester 2 2018) students achieving 12 months growth to 95% (Semester 2 2022 - Semester 2 2023), averaged from Levels 1 - 6 in Number &amp; Algebra.</p>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	To embed the school's instructional model consistently to ensure it supports the provision of differentiated teaching practices that target the learning needs of students in numeracy
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	To implement a PLC with an inquiry cycle to evaluate the impact of teaching on learning outcomes
<b>Goal 3</b>	To enhance the wellbeing and engagement of all students
<b>Target 3.1</b>	<p>Drafting note: consider combining the three AToSS targets into one (with three dotpoints) and choosing 1-2 other sources of data to measure engagement and wellbeing, e.g. attendance, POS, SWPBS etc. This allows for triangulation of data in measuring achievement of the goal.</p> <p>By 2023 the AToSS factor of:</p> <ul style="list-style-type: none"> <li>• Student voice and agency will improve from 69% (2018) to 80% (2023)</li> </ul>
<b>Target 3.2</b>	<p>By 2023 the AToSS factor of:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness 76% (2017) to 84% (2023)</li> </ul>

<b>Target 3.3</b>	<p>By 2023 the AToSS factor of:</p> <ul style="list-style-type: none"> <li>• Teacher Concern 68% (2018) to 76% (2023)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	Develop and implement a process for students and teachers to participate in the development of challenging and realistic student learning goals, and to monitor progress against the learning goals
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Embed a whole school approach to support students to build resilience, strengthen their social skills and build positive relationships with peers