

School Strategic Plan 2018-2022

Essendon Primary School (0483)



Submitted for review by Christine Nash (School Principal) on 28 November, 2018 at 08:21 PM

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School Strategic Plan - 2018-2022

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School vision	<p>Our vision is 'To empower all students to thrive in a dynamic world.' Our mission is 'To provide an education that engages, challenges and supports students to be the best they can be.' Our objective is 'To develop students to be curious, creative, critical thinkers and responsible global citizens.'</p>
School values	<p>Our values of 'achievement', 'responsibility' and 'respect' have been aligned with the Essendon Primary School Positive Behaviour Matrix and developed using the Positive Behaviour Support (PBS) Framework. The Matrix provides a consistent guide for students in how they interact positively in a range of different contexts.</p> <p>Our values are demonstrated in our community when:</p> <ul style="list-style-type: none">• Students learn in a positive, caring environment and are encouraged to become self-motivated lifelong learners• Diversity is seen as enriching our school and is valued and respected• Partnerships between students, staff, parents and the wider community are fostered and valued• Students are encouraged to work cooperatively and collaboratively with their peers and other members of the school community, and to be active responsible citizens• Students are expected to take responsibility for their learning and their behaviour• All community members are working towards a shared goal• Students and staff demonstrate resilience in the face of obstacles or challenges.
Context challenges	<p>In 2016 and 2017, EPS underwent a major Capital Works Project involving the redesign and refurbishment of all internal classroom and learning spaces. The school experienced significant physical disruption as a result necessitating ongoing relocation and movement of classes, sometimes twice within a semester. Teachers needed to adjust their teaching style and practice to suit open flexible learning spaces, and there was a resultant significant movement of staff. In 2018, both physical and human resources have stabilised, and targeted focus has facilitated an improved teaching and learning agenda.</p>
Intent, rationale and focus	<p>A key direction is to investigate and implement a rich inquiry framework to further develop students as curious, creative and critical thinkers. This includes developing teacher and student understanding of students as learners, and in developing greater student voice and agency. The school also needs to maintain its focus on improvement in growth and achievement in literacy and numeracy to ensure consistency across the strategic period.</p> <p>Through fieldwork activities, survey responses and classroom observations it was apparent that there were varying levels of understanding of the school's vision to develop curious, creative and critical thinking in student learners, of students perception of</p>

	<p>themselves as learners and its realisation through a deep inquiry-based learning approach. To develop curious, creative and critical thinking it is necessary to design authentic tasks to engage, empower and develop student learner understanding through voice and agency. An analysis of the school's NAPLAN and school-based benchmarking data identified the school's achievement levels as similar to like schools. Achievement data consistency had not been achieved, with lower achievement in 2017. Whilst 2018 learning achievement data showed improvement in relative growth data it was identified that there should be a focus on literacy and numeracy for the term of the next strategic plan.</p>
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Goal 1	To develop curious, creative and critical thinking in student learners.
Target 1.1	By 2022, the school will achieve embedding (or higher) status in both empowering students and building school pride and intellectual engagement and self-awareness as measured on the FISO continuum.
Target 1.2	By 2022, improve positive student percentage response in the factor <i>stimulating learning and student Voice and agency</i> to 80% as measured in the Attitude to School Survey
Key Improvement Strategy 1.a Curriculum planning and assessment	Build teacher capacity to understand the Victorian Curriculum capabilities, integrate across the curriculum and embed in teaching and learning practice.
Key Improvement Strategy 1.b Evaluating impact on learning	Investigate and implement an appropriate model of inquiry.
Key Improvement Strategy 1.c Empowering students and building school pride	Build teacher capability to empower student agency for learners.
Goal 2	To improve the growth and achievement for all students in literacy and numeracy.
Target 2.1	To achieve one year's growth annually in reading and writing, and number as measured by Victorian Curriculum teacher judgements, for all students deemed capable.

Target 2.2	By 2022, to improve the percentage of students achieving year 3 - 5 high relative growth to 40% and reduce the low growth percentage to 15% in reading, writing and numeracy.
Target 2.3	By 2022, improve the percentage of student achievement in top two bands in reading to 80%, writing to 70% and numeracy to 70%.
Target 2.4	By 2022 achieve a minimum of 80% positive staff responses on the Staff Survey for the following factors: <ul style="list-style-type: none"> • academic emphasis • collective efficacy
Key Improvement Strategy 2.a Curriculum planning and assessment	Enhance the use of the guaranteed and viable curriculum.
Key Improvement Strategy 2.b Empowering students and building school pride	Build teacher capability to empower student agency as learners.
Key Improvement Strategy 2.c Building practice excellence	Enhance the current instructional model and embed in teaching and learning