

School Strategic Plan 2018-2022

Essex Heights Primary School (4903)



Submitted for review by George Perini (School Principal) on 29 October, 2018 at 07:48 PM

Endorsed by Allen McAuliffe (Senior Education Improvement Leader) on 21 November, 2018 at 09:53 AM

Awaiting endorsement by School Council President

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School vision	<p>Essex Heights Primary School strives to educate every child so that they reach their maximum potential in their educational, social and emotional growth.</p> <p>As a school community we support all children to be connected and engaged in their learning, while feeling safe and happy at school.</p> <p>We will constantly aim for our students to be resilient, motivated and confident learners willing to take on new challenges and experiences.</p>
School values	<p>Essex Heights Community Values: The Essex Heights PS community has identified the following values as foundational in all aspects of teaching, learning and community engagement. Friendliness, Honesty, Inclusiveness, Persistence, Respect</p> <p>Essex Heights Staff Values: The Essex Heights staff have also identified that the following statements reflect their collective beliefs about their professional role, alongside the community values.</p> <ul style="list-style-type: none">• We place the child at the centre of everything we do• We conduct ourselves in a professional manner at all times; with children, colleagues and parents• We work together – recognizing our collective responsibility for all the children
Context challenges	<p>The school has worked hard to improve writing results over the period of the last SSP, however a consistent level of improvement was not yet achieved. The time required to develop, trial and reflect on the effectiveness of learning sequences was underestimated. Further time will be required to develop the teachers' capacity to implement the selected writing approach. With the significant increase in EAL students over the past 4 years a greater emphasis must be given to supporting the needs of the EAL learner. A key challenge is the inconsistent collation of assessment data or evidence of learning across cohorts, as well as its use collectively by teams to inform practice and support the learning of all children especially the lower achievers. Also NAPLAN data identified that relative low growth in Numeracy had remained above 20 percent for two years. A focus to reduce this would need to be a priority. There was also some misalignment between teacher judgement and NAPLAN results for students working below expected level in Numeracy. Analysis of school data revealed that there was a trend of boys not achieving the same level of high learning growth in NAPLAN as girls. Student survey data also showed that boys had a lower positive response rate to Stimulated Learning than girls.</p>

	<p>Through the review it was evident that student choice in curriculum existed with respect to broader topics and method of presentation. As well there was clear evidence of learning intentions, success criteria and student feedback in all classrooms. The area of greater focus however needed to be on how student learning goals were tracked and how these goals were used to determine the next stage of learning. Therefore there needs to be a more consistent approach / process for student goal setting, tracking and monitoring. Also students could have greater power to direct and take responsibility for their learning as well as linking learning with real life contexts beyond the classroom.</p> <p>A key focus question of the review was to what extent is the school effectively engaging in and creating inclusive community partnerships. It was evident that the school had developed a wide range of strategies to promote parent participation, this applied at the classroom and school wide level. Even so, full engagement of the parent community was not as high as was desired. With the 19% increase in the EAL component since 2015, a broader set of initiatives will need to be undertaken to improve communication with families, reduce language barriers and more fully engage the parent community in the school.</p>
<p>Intent, rationale and focus</p>	<p>Goal 1. Improving student outcomes in literacy and numeracy. An analysis of the school's NAPLAN data identified that relative low growth in Numeracy had remained above 20 percent for two years and was higher than similar and network schools. There was also misalignment between teacher judgement and NAPLAN results for students working below expected level in Numeracy. Although student relative low growth in Writing had remained under 20 percent high gain in Writing continued to be below similar schools. This will be achieved by focusing on three Key Improvement Strategies (KIS)</p> <ol style="list-style-type: none"> 1. Build teacher capacity to cater for diversity within the classroom. 2. Build teacher capacity and leadership to track and monitor student progress to inform future learning. 3. Embed consistent best practice using an instructional model including evidence based high impact teaching strategies. <p>Goal 2. Empower students' agency and voice in their learning. The review found that there was inconsistency in the process for student goal setting, tracking and monitoring. There was little evidence of students having the power to direct and take responsibility for their learning as well as incorporate real life contexts of learning beyond the classroom. This will be achieved by focusing on three Key Improvement Strategies (KIS)</p> <ol style="list-style-type: none"> 1. Develop a whole school understanding of student voice and agency. 2. Embed the high impact teaching strategies that support student voice and agency. 3. Co-design opportunities for students to exercise authentic agency in their own learning. <p>Goal 3 Build a positive climate for learning. The school's EAL enrolment has increased by more than 19 percent during the 2015-2018 SSP. Data from the Parent Opinion and Staff Opinion surveys indicated that communication and engagement with the school was an area for improvement. Teachers were using a variety of methods to communicate with all parents which were not achieving full engagement.</p>

This will be achieved by focusing on three Key Improvement Strategies (KIS)

- 1 Embed practices that enhance student social and emotional learning.
- 2 Build staff capacity to engage in peer to peer feedback to develop their professional practice.
- 3 Strengthen community partnerships to have a whole of community commitment to the school's vision, values and high expectation policies to support a learning environment that maximises success for all students.

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Goal 1	Improve student outcomes in literacy and numeracy.
Target 1.1	By 2022 reduce NAPLAN numeracy low growth to 18 percent or less and high growth to at or above 30 percent.
Target 1.2	By 2022 increase the percentage of students with high growth in Writing and Reading to be at or above similar schools.
Target 1.3	By 2022 improve the percentage endorsement of teachers and principal class in the Staff Opinion survey in the components of Teacher Collaboration to 70 percent or more, Guaranteed Viable Curriculum to 65 percent or more and Academic Emphasis to 85 percent or more.
Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to cater for diversity within the classroom.
Key Improvement Strategy 1.b Evaluating impact on learning	Build teacher capacity and leadership to track and monitor student progress to inform future learning.
Key Improvement Strategy 1.c Building practice excellence	Embed consistent best practice using an instructional model including evidence based high impact teaching strategies.
Goal 2	Empower students' agency and voice in their learning.
Target 2.1	By 2022 improve the component of Student Voice and Agency in the Attitudes to School Student survey to a minimum positive response percentage of 88 percent.

Target 2.2	By 2022 improve the component of Student Voice and Agency in the Parent Opinion survey to a minimum positive response percentage of 85 percent.
Target 2.3	By 2022 improve the components of Promote Student Ownership of Learning Goals from 64 percent to a minimum of 79 percent and Use Student Feedback to Improve Practice from 52 percent to a minimum of 67 percent in the Staff Opinion survey.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a whole school understanding of student voice and agency.
Key Improvement Strategy 2.b Empowering students and building school pride	Embed the high impact teaching strategies that support student voice and agency.
Key Improvement Strategy 2.c Empowering students and building school pride	Co-design opportunities for students to exercise authentic agency in their own learning.
Goal 3	Build a positive climate for learning.
Target 3.1	By 2022 improve the component of Teacher Concern in the Attitudes to School Student survey to a minimum positive response percentage of 90 percent.
Target 3.2	By 2022 improve the component of Teacher Communication in the Parent Opinion survey to a minimum positive response percentage of 85 percent.

Target 3.3	By 2022 improve the components of Collective Responsibility and Collective Focus on Student Learning in the Staff Opinion survey to a minimum positive response percentage of 85 percent.
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Embed practices that enhance student social and emotional learning.
Key Improvement Strategy 3.b Building practice excellence	Build staff capacity to engage in peer to peer feedback to develop their professional practice.
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen community partnerships to have a whole of community commitment to the school's vision, values and high expectation policies to support a learning environment that maximises success for all students.