

# School Strategic Plan 2022-2026

Essex Heights Primary School (4903)



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# School Strategic Plan - 2022-2026

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<b>School vision</b>	<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>
<b>School values</b>	<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:</p> <p>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"><li>• We place the child at the centre of everything we do</li><li>• We conduct ourselves in a professional manner at all times; with children, colleagues and parents</li><li>• We work together – recognizing our collective responsibility for all the children</li></ul> <p>Our Commitment</p> <p>Essex Heights Primary School will achieve success by ensuring:</p> <ol style="list-style-type: none"><li>1. The learning environment is supportive and productive</li><li>2. The learning environment promotes independence, interdependence and self-motivation</li><li>3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program</li><li>4. Students are challenged and supported to develop deep levels of thinking and application</li><li>5. Assessment practices are an integral part of teaching and learning</li><li>6. Learning connects strongly with communities and practice beyond the classroom</li></ol>

## Context challenges

Assessment against the FISO2.0 Continua of Practice showed that in all areas the school was evaluated as Embedding Leadership

### Areas of strength

The school had structures in place that enabled effective communication throughout the school, including a School Improvement Team, Leadership team, Year level teams, JSC, VIT Mentor team, Classroom Representative group and Parents and Friends Committee, Student Safety and Wellbeing Team, School Council committees and a Community Liaison Working Party. There was a culture of high expectations for success.

SWPBS, including Restorative practices and Starting up Starting Out program, had been embedded into the school and processes were in place to regularly revisit and maintain the efficacy of the programs. The school had developed clear and consistent processes for monitoring and responding to student wellbeing and learning needs ensuring a calm and supportive environment conducive to happy relationship building and productive learning.

### Areas for future focus

The school identified improved engagement of students, staff, families and carers, and communities to develop and have input into school improvement. The school had begun improving the provision of effective student feedback but the past two years had disrupted the progress of this focus. Similarly, network partnerships were being rebuilt and the school had started to build a PLC culture with middle level leaders.

## Teaching and Learning

### Areas of strength

The school highlighted many areas of strength in teaching and learning. There was an improvement in the analysis of data for both learning and wellbeing and teachers were using data to understand what students needed and then using this to implement more effective programs. The school was involving students and families in understanding expectations for learning growth and leaders were building teacher capacity to respond to the learning and wellbeing needs of the students using tiered approaches of support. Time had been created to enable classroom teachers to work with a range of supports, including Learning Specialists, Literacy support, and the Tutor Program.

The school also highlighted the increase in NAPLAN Writing data for Level 5 between 2018 and 2022 as well as an increase in all NAPLAN areas between 2018 and 2022

### Areas for future focus

Areas of practice for future focus are Building teacher capacity within a PLC model and Collaborative planning with evidence of greater differentiation

## Assessment

### Areas of strength

The school had developed a whole school assessment schedule and there was a school data manager who tracked individual student, class, cohort and whole school data in accordance with the assessment schedule. Whole school Writing moderation and assessment occurred each term to build assessment consistency, drive planning, feedback and to improve writing outcomes. IEPs were addressed each term for PSD, EAL, Koorie students and students greater than 12-18 months outside of their expected level.

PSD students had a modified weekly planner based on their IEP goals. Teachers used Essential Assessments for class and year level data walls in Mathematics, Reading and Writing. Use of online platforms during remote learning enabled teachers to build digital portfolios which improved assessment and feedback to students and families.

#### Areas for future focus

The Panel identified the need for the school to build teacher efficacy in the area of data analysis and to use the data to drive PLCs and teaching and learning. More professional development for staff on the use of Essential Assessments and data walls was highlighted as well as the increased use of student goals and students' ability to know and understand the next steps in their learning. The school wanted to increase the use of learning intentions and success criteria, bump it up walls, self-reflection tools and rubrics for students to monitor their own learning and understand their next steps for success. Teachers identified Peer Observations and learning walks as a future area of focus.

#### Engagement

##### Areas of strength

The school valued student voice and agency and were committed to the continuous development of strong relationships and active partnerships between schools and families and carers, communities, and organisations to strengthen students' participation and engagement. The Student Wellbeing Supplementary Report in 2021 indicated that of the 11 categories, the school was excelling in ten. The Parent Opinion Survey in 2021 indicated some strengths including a strong school connectedness, respect for diversity, and participation and involvement. The Attitudes to School Survey in 2021 suggested that the school valued student voice and agency and that students had a strong sense of inclusion. The school identified several other areas of strength, including Year 6 student leadership opportunities and responsibilities, Junior School Council, Peer Mediation and Buddies program. There were many community links such as local university, kindergarten and secondary school connections, an active parents and friends committee, and connections with several local community programs.

##### Areas for future focus

Areas of practice for future focus are the implementation of strategies to build student's capacity to monitor their own learning and use of self reflection tools

#### Support and Resources

##### Areas of strength

The school had a diverse range of events, programs, and partnerships with organisations that aimed to develop and promote strong relationships to support student learning, wellbeing and inclusion and provide responsive support to students. There was a dedicated child safety and student management team that worked closely with school leadership and coordinators to monitor and respond to student wellbeing and learning concerns.

SWPBS was in place and leaders and teachers integrated evidence-based academic, wellbeing and behaviour supports within a tiered system of support aligned to the school's strategic plan, vision and values in partnership with the school community. Teachers and the school leadership team identified and responded to the various learning and wellbeing needs of individuals and groups using a unified multi-tiered system of support.

##### Areas for future focus

	<p>The school had invested in catering for the diverse individual needs of students. The school had identified the engagement of boys and girls in learning as a future focus. The school was yet to investigate age-appropriate resources and professional learning related to addressing gender diversity, including LGBTQ, gender equality and anti-discrimination. The school intended to provide professional learning for staff to enhance their understanding of the teaching and learning of these aspects of diversity. The school was also in the process of re-establishing some of the programs that had been derailed during remote learning.</p>
<p><b>Intent, rationale and focus</b></p>	<p>An analysis of the school's NAPLAN and school-based benchmarking data identified that there had been a slight increase in the percentage of male students achieving above benchmark growth in Reading, whereas there had been a significant decrease in the percentage of female students above benchmark growth in Reading. The school had also highlighted oral language to support Reading and Writing growth as a future focus for the new SSP. The Panel also agreed that improvement in the Teacher Collaboration factor in the School Staff Survey would be a focus through the embedding of the Professional Learning Communities (PLC) initiative (Professional Learning Teams at Essex Heights Primary School).</p> <p>Analysis of the Attitudes to School Survey (AToS) data and fieldwork focussing on Student Voice and Agency highlighted student engagement in their learning as an area for future focus. The positive endorsement of Promote student ownership of learning goals factor in the Staff Opinion Survey was at 64 per cent in 2022 and the positive endorsement for the Student Voice and agency factor in the AToS was at 70 per cent in 2022. The school had also unpacked the Year 4 results in the 2022 AToS as there was significant variation in the Year 4 data compared to the whole school data.</p> <p>Analysis of the school's social and emotional programs and processes highlighted the focus on building Resilience in recent years. The school had identified that social and emotional issues had increased following the two years of remote and interrupted learning and there were changes in the levels of independence, tolerance, male interactions with others, learning readiness and social development. The Panel agreed that a focus on building a sense of hope and purpose and improved emotional intelligence should be an area highlighted in the next SSP.</p> <p>The School Review Panel recommended the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Whole school approach to collaborative planning and instruction</li> <li>• Professional Learning Communities</li> <li>• Student voice and agency</li> <li>• Student wellbeing and engagement</li> <li>• Partnerships between school and families.</li> </ul>

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<b>Goal 1</b>	Optimise student learning growth for all students.
<b>Target 1.1</b>	By 2026, improve the percentage of students achieving above expected level in Speaking and Listening from Foundation to Year 6 in teacher judgments in the Victorian Curriculum from 15 per cent in 2021 to 25 per cent.
<b>Target 1.2</b>	By 2026 increase the percentage of students assessed as at or above benchmark growth in Reading in NAPLAN from 85 per cent in 2021 to 90 per cent.
<b>Target 1.3</b>	By 2026 improve the component of Teacher Collaboration in the School Staff Opinion Survey from 71 per cent in 2022 to 80 per cent.
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen documentation and further embed a whole school collaborative approach to curriculum planning and instructional approaches.
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Build teacher capacity to provide and utilise effective learning focused feedback to and from students.

growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop the capacity of PLCs (PLTs) to use data and FISO Improvement Cycle to improve student learning outcomes.
<b>Goal 2</b>	Develop student curiosity and creativity by engaging student voice and agency.
<b>Target 2.1</b>	By 2026 improve the component of Student voice and agency in the student Attitude to School Survey from 70 per cent in 2022 to 80 per cent.
<b>Target 2.2</b>	By 2026 improve the component of Promote student ownership of learning goals in the School Staff Survey from 64 per cent in 2022 to 75 per cent.
<b>Target 2.3</b>	By 2026 improve the component of Student motivation and support in the Parent Opinion Survey from 65 per cent in 2021 to 75 per cent.
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop teacher capacity to build and embed a whole school approach to student voice and agency.

<p><b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop a whole school approach to provide a culture of curiosity and creativity.</p>
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build student capacity to set challenging learning goals and monitor their own growth.</p>
<p><b>Goal 3</b></p>	<p>Improve students' understanding of self and strengthen their social awareness.</p>
<p><b>Target 3.1</b></p>	<p>By 2026 improve the component of Teacher Communication in the Parent Opinion Survey from 62 per cent in 2021 to 70 per cent.</p>
<p><b>Target 3.2</b></p>	<p>By 2026 improve the component of Teacher Concern in the student Attitude to School Survey from 77 per cent in 2022 to 82 per cent.</p>
<p><b>Target 3.3</b></p>	<p>By 2026 improve the component of Use student feedback to improve practice in the School Staff Survey from 71 per cent in 2022 to 80 per cent.</p>
<p><b>Key Improvement Strategy 3.a</b> Activation of student voice and agency, including in leadership and learning, to</p>	<p>Develop and embed a school wide strategy to support student sense of hope, confidence and connectedness.</p>



strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 3.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Establish whole school approach to track and utilise student wellbeing data.
<b>Key Improvement Strategy 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen the partnership between school and families to improve the wellbeing of all.