

School Strategic Plan 2018-2022

Irymple South Primary School (3702)



Submitted for review by Robyn Brooks (School Principal) on 15 November, 2018 at 11:29 AM
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School Strategic Plan - 2018-2022

Irymple South Primary School (3702)

School vision	Together we will make the Irymple South Primary School community the best place for learning and growth.
School values	<p>We will empower every student to reach their full potential academically, socially and emotionally through quality learning experiences every day in a safe, supportive and thriving environment.</p> <p>We EXPECT students to show:</p> <ul style="list-style-type: none">InclusionPassionCuriosityOwnership
Context challenges	<p>That all deemed capable students to be at or above expected levels in literacy & numeracy according to teacher judgments.</p> <p>To increase the level of high growth and reduce the level of low growth in literacy and numeracy.</p>
Intent, rationale and focus	<p>Intent:</p> <p>To improve student learning achievement and growth in the core academic areas of literacy and numeracy.</p> <p>Rationale:</p> <p>Analysis of the schools NAPLAN data indicated that student achievement in literacy and numeracy was mostly well above similar schools. However, an analysis of teacher judgments indicated that by the end of 2017, the school mean in reading was below the state in all year levels except years 3 and 5; at or above the state mean in writing; and at or above the state mean in speaking and listening (except for years 4 and 6). In mathematics, the teacher judgments were at or above the state mean at every year level, except for year 6 (in measurement, number and statistics and probability). When compared to schools with similar characteristics, teacher judgments were below the results for primary schools in reading and in mathematics.</p> <p>In addition, despite an analysis of the school's NAPLAN growth data showed an increase in the level of high growth and a reduction in the percentage of low growth in literacy and numeracy over the review period, the panel agreed that there was room for improvement in all areas of literacy and numeracy.</p>

Over the next four years we will:
Build the data literacy and skills of every teacher to make accurate and consistent judgments of student achievement, and to teach at student's point of learning
Build instructional leadership, shared leadership and coaching across the school.
Develop proficiency scales for the essential content of the curriculum.

Intent:
To empower all students to be active agents of their own learning.

Rationale:
The school assessed the FISO dimension of Intellectual Engagement and Self-awareness as EVOLVING moving towards EMBEDDING in the PRSE. The panel found that the school met the EMBEDDING descriptors, particularly in relation to the 3-6-year levels. However, panel discussions, together with focus groups of teachers indicated that deeper work in developing student voice, choice, and opportunities for students to take responsibility for their learning was indicated for the future work across the school, and particularly in the junior years.

Over the next four years we will:
Build student voice and agency in learning P-6 (include student feedback to teachers)
Build student leadership P-6
Develop assessment and reporting based on proficiency scales.

Intent:
To enhance student health and wellbeing.

Rationale:
The school assessed the FISO dimension of health and wellbeing and in particular the social-emotional wellbeing of students as EVOLVING in the PRSE. In addition, the school self-assessment in the PRSE of the dimension of setting expectations and promoting inclusion was also at the EVOLVING stage of development. The fieldwork findings indicated that while there had been some positive achievements in the work of the student wellbeing team and actions on building positive student to student relationships and the exploration of bullying in the school, this was still an area for further focus and development.

Over the next four years we will:
Document and implement a whole school evidence-based framework approach to student health and wellbeing.

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Goal 1	To improve student learning achievement and growth in the core academic areas of literacy and numeracy.
Target 1.1	By 2022, the percentage of students in the high growth category in reading, writing, spelling, G&P and numeracy from years 3-5 in NAPLAN to increase from 19% in reading, 23% in writing, 11% in spelling, 20% in numeracy and 16% in grammar and punctuation.
Target 1.2	Over the period of the strategic plan (2019 - 2022) the percentage of students in the low growth category in reading, writing, spelling, G&P and numeracy from years 3-5 in NAPLAN to decrease annually from 28% in reading, 32% in writing, 39% in spelling, 23% in maths and 34% in grammar and punctuation.
Target 1.3	By 2022, the percentage of students in the two top NAPLAN bands in year 3 to be at or above 73% in reading, 69% in writing, 61% numeracy and in year 5 to be above 52% in reading, 28% in writing and 36% in numeracy.
Target 1.4	By 2022, the percentage of students assessed at or above expected levels according to Teacher Judgements against the VELs in English and Mathematics, to be equal to or exceed Similar Schools (SS) at each year level.
Key Improvement Strategy 1.a Curriculum planning and assessment	Build the data literacy and skills of every teacher to make accurate and consistent judgements of student achievement, and to teach at student's point of learning
Key Improvement Strategy 1.b Building leadership teams	Build instructional leadership, shared leadership and coaching across the school.

Key Improvement Strategy 1.c Curriculum planning and assessment	Develop proficiency scales for the essential content of the curriculum.
Goal 2	To empower all students to be active agents of their own learning.
Target 2.1	ATOSS <ul style="list-style-type: none"> ● Factors in the learner characteristics and disposition domain - learning confidence, resilience, motivation and interest, self-regulation and goal-setting, to increase yearly to 2022 from the positive endorsement percentages of the 2018 survey data in each year level 4-6 and for males and females. ● Factors in the effective teaching practice for cognitive engagement domain – effective teaching time, differentiated learning challenge, stimulated learning and classroom behaviour to increase yearly to 2022 from the positive endorsement percentages of the 2018 survey data in each year level 4-6 and for males and females. ● By 2022, increase the percentage endorsement of student voice and agency in the social engagement domain each year from 2018 data.
Target 2.2	School Staff Survey (SSS) <ul style="list-style-type: none"> ● By 2022, increase the percentage endorsement of teacher collaboration in the school climate module each year from 2018 data (TBF). ● By 2022, increase the percentage endorsement of seek feedback to improve practice and promote student ownership of learning goals in the teaching and learning module each year from 2018 data.
Target 2.3	Parent Opinion Survey (POS) <ul style="list-style-type: none"> ● By 2022, increase the percentage endorsement of student agency and voice and effective teaching in the student cognitive engagement and student development domains each year from 2018 data.

Key Improvement Strategy 2.a Empowering students and building school pride	Build student voice and agency in learning P-6 (include student feedback to teachers)
Key Improvement Strategy 2.b Empowering students and building school pride	Build student leadership P-6
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop assessment and reporting based on proficiency scales.
Goal 3	To enhance student health and wellbeing.
Target 3.1	Student Attitudes to School Survey (ATOSS) <ul style="list-style-type: none"> ○ By 2022 indicators classroom behaviour, school connectedness and all factors in the student safety domain to increase yearly to 2022 from the positive endorsement percentages of the 2018 survey data in each year level 4-6 and for males and females (TBF). ○ By 2022 the experience of bullying domain to decrease yearly to 2022 from the overall yes % of the 2018 survey data in each year level 4-6 and for males and females.
Target 3.2	Parent Opinion Survey: <ul style="list-style-type: none"> ● By 2022, increase the percentage endorsement of all factors in the safety domain from 2018 data.
Key Improvement Strategy 3.a Health and wellbeing	Document and implement a whole school evidence-based framework approach to student health and wellbeing.

