

School Strategic Plan 2020-2024

Clayton North Primary School (0734)



Submitted for review by Susan McSweeney (School Principal) on 18 September, 2020 at 09:50 AM
Endorsed by Mark Flack (Senior Education Improvement Leader) on 18 September, 2020 at 11:15 AM
Awaiting endorsement by School Council President

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<p>School vision</p>	<p>To provide a safe and supportive learning environment that fosters resilience, responsibility and respect while striving to achieve personal best.</p>
<p>School values</p>	<p>Clayton North Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The shared expectations are intended to support individual students and families from a diverse range of backgrounds, communities and experiences. Clayton North Primary School's learning community works together to create an environment in which the values are developed and upheld. These values, • Responsibility; • Respect; • Resilience; have been co-created to foster a supportive and effective learning community.</p>
<p>Context challenges</p>	<p>The current context of Clayton North Primary School includes</p> <ul style="list-style-type: none"> •low SES SFO 0.7014 SFOE 0.3862 •High percentage of students with English as an Additional language •Family transience and students not entering school in the Foundation years •Focus has been on students who are below level or EAL students •Inconsistent approach to literacy and numeracy and agreed learning model
<p>Intent, rationale and focus</p>	<p>Clayton North Primary School is focused on maintaining and improving student outcomes for all students. We are aiming to:</p> <ul style="list-style-type: none"> •Extend student growth in Literacy and Numeracy through differentiation to meet student learning needs. •Enhance the culture of high expectations for student's learning growth and well-being. •Increase opportunity for student voice and agency through authentic partnerships focused on improving student achievement. •Develop a Well-Being framework that outlines a consistent and transparent approach. <p>Rationale: Through the review process it was identified that: Literacy and Numeracy need to be important areas of focus for improvement. There will be a renewed focus on the teaching of Literacy and Numeracy across the curriculum so that students develop the knowledge and skills required to be confident participants in learning. A strong foundation in Literacy and Numeracy is vital for every student and underpins their ability to engage in education, reach their potential, and to participate fully in the community.</p>

The role of students as agents in their learning needs to be strengthened. Enhancing student voice, agency and leadership to build high levels of student engagement, self-efficacy and motivation will be a priority for the next four years. Students who are empowered through genuine opportunities for voice and agency are more engaged and achieve better outcomes in learning.

Work needs to continue and be extended to provide a safe, inclusive environment. A safe learning environment needs to be focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement.

Focus will include:

Documenting a guaranteed and viable curriculum with a detailed curriculum plan and learning model that is embedded into practice.

Develop and implement a consistent whole school Professional Learning Community approach using data to identify the point of learning need for all students.

Ensure a consistent practice across the school (common approach, common language - alignment).

Embed and implement an agreed instructional model.

Implementing an agreed whole school approach to student learning goals.

Embed and integrate an agreed whole school approach to School Wide Positive Behaviour program.

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Goal 1	To improve literacy and numeracy outcomes for all students.
Target 1.1	<p>The following NAPLAN targets will be identified as measures of evidence for Goal 1:</p> <ul style="list-style-type: none">• By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands in Reading will increase from 31 per cent (2019) to 45 percent.• By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands in Numeracy will increase from 23 per cent (2019) to 32 percent.• By 2024, the percentage of Year 5 students assessed as above NAPLAN benchmark growth in Numeracy will increase from 9 per cent (2019) to 25 per cent.
Target 1.2	<p>The following Teacher Judgements will be identified as measures of evidence for Goal 1:</p> <ul style="list-style-type: none">• By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above the age expected level in Number and Algebra will increase from 12 per cent in 2019 to 29 per cent.• By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above the age expected level in Reading and Viewing will increase from 15 per cent in 2019 to 35 per cent.
Target 1.3	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measures will increase:</p> <p>In the School Climate factors domain;</p> <ul style="list-style-type: none">• Collective focus on student learning from 59 per cent in 2019 to 75 percent

	<ul style="list-style-type: none"> • Guaranteed and viable curriculum from 46 per cent to 70 percent • Teacher collaboration from 48 per cent to 70 percent.
Key Improvement Strategy 1.a Building practice excellence	Embed and implement an agreed instructional model throughout all areas of the teaching and learning program (Literacy & Numeracy).
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and implement a guaranteed and viable curriculum.
Key Improvement Strategy 1.c Building practice excellence	To develop and implement a consistent whole school Professional Learning Community (PLC) approach using data to identify the point of learning need for all students.
Goal 2	To improve student engagement in their learning.
Target 2.1	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Effective Teaching Practice for Cognitive Engagement domain; <ul style="list-style-type: none"> ○ Stimulated learning factor from 72 per cent in 2019 to 85 per cent • In the Learning characteristics and disposition domain; <ul style="list-style-type: none"> ○ Learning confidence factor from 75 per cent in 2019 to 90 per cent ○ Self-regulation and goal setting factor from 77 per cent to 90 per cent. • In the Social engagement domain; <ul style="list-style-type: none"> ○ Student voice and agency factor from 62 per cent in 2019 to 77 per cent.

Target 2.2	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measures will increase:</p> <p>in the School Climate factors domain;</p> <ul style="list-style-type: none"> • Collective efficacy from 69 percent in 2019 to 75 percent • Collective responsibility from 80 percent in 2019 to 85 percent
Key Improvement Strategy 2.a Empowering students and building school pride	Define, develop and implement what student voice and agency looks like in the classroom.
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Establish and embed a consistent whole school approach to personalised learning.
Goal 3	To improve the health and wellbeing of all students.
Target 3.1	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Teacher-student relations domain: <ul style="list-style-type: none"> ○ Teacher concern factor from 65 per cent in 2019 to 80 per cent. • In the Social engagement domain: <ul style="list-style-type: none"> ○ Sense of inclusion factor from 83 per cent in 2019 to 91 per cent.

	<ul style="list-style-type: none"> • In the Student safety domain: <ul style="list-style-type: none"> ○ Advocate at school factor from 79 per cent in 2019 to 85 per cent.
Key Improvement Strategy 3.a Empowering students and building school pride	Embed and integrate an agreed whole school approach to the School-Wide Positive Behaviour Support (SWPBS) program.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Implement an agreed whole school approach to inclusion, diversity and acceptance.