

School Strategic Plan 2020-2024

Eltham East Primary School (4897)



Submitted for review by Naomi Ivers (School Principal) on 23 June, 2020 at 11:19 AM

Endorsed by Clare Read (Senior Education Improvement Leader) on 23 June, 2020 at 01:26 PM

Endorsed by Katie Cramp (School Council President) on 02 August, 2020 at 05:07 PM

School Strategic Plan - 2020-2024

Eltham East Primary School (4897)

School vision	<p>Eltham East Primary School is committed to providing a safe, nurturing and respectful environment which supports and inspires our children to be actively involved in their learning, to grow in self-awareness, resilience and social responsibility and to contribute in a positive way to the world around them. We aim to achieve these goals every day at EEPS.</p> <p>This vision and our school values underpin the culture at EEPS.</p> <ul style="list-style-type: none">* Students involved in their learning; learning together and from each other.* Teachers taking responsibility for the delivery of programs of excellence using varied teaching practices and approaches.* Learning that connects strongly with our community.
School values	<p>The school has five key values that are widely recognised and used daily. Posters are displayed throughout the school with the values explained so student, staff and community can refer to them.</p> <p>Enjoyment: thinking positively, choosing to act in a safe and friendly way, to have fun and not spoil others' fun.</p> <p>Teamwork: is demonstrated when team members share the work, include everyone, contribute, take turns and act patiently.</p> <p>Respect: means to be considerate and caring towards yourself, others and the environment.</p> <p>Resilience: means being able to bounce back and recover quickly from everyday difficulties and challenges, thinking optimistically and being able to build positive relationships and social– emotional skills.</p> <p>Learning: is demonstrated by trying hard and doing your best. Students use their time productively and set goals for future progress.</p> <p>The EEPS 'Learning to Learn' dispositions support the school's vision and values:</p> <ul style="list-style-type: none">* I am organised and use my time wisely.* I am a creative, inquisitive and critical thinker.* I persist with my learning even when it's difficult.* I am confident to try new things and I am comfortable making mistakes.* I always want to improve as a learner. <p>Our motto of Learning and Growing Together applies to all situations at EEPS and is regularly referred to.</p>

<p>Context challenges</p>	<p>The two key challenges were found to be:</p> <ul style="list-style-type: none"> - Supporting students to set challenging learning goals and the implementation of feedback and reflection process that are consistent across the school. This is to provide greater level of student engagement and increased opportunities for students to critically reflect on their learning. - Inquiry learning is currently more 'topic' based and does not routinely include the involvement of students in negotiating elements of the curriculum to determine or negotiate learning, through hands-on experiences, research, or to process and communicate their understandings in various ways.
<p>Intent, rationale and focus</p>	<p>The school is trying to achieve a greater level of intellectual engagement and self-awareness across staff, students and community.</p> <p>This is important as a next step at the school to stretch the capacity of all and increase the high performance. Whilst the school performance is high it requires renewed effort to lift achievements to 'Influence' status.</p> <p>We are prioritising: Building practice excellence and curriculum planning and assessment to continue to improve student learning outcomes for every student in literacy and numeracy. Over the four years this will focus on improving Year 5 performance in both areas.</p> <p>Empowering students and building school pride and intellectual engagement and self-awareness to amplify student voice and agency in learning. Over the four years we will focus on a consistent understanding of feedback and reflection strategies across the school. We will also focus on the development of strategies aiming to teach to each student's point of need, and enabling increased student voice and agency.</p>

School Strategic Plan - 2020-2024

Eltham East Primary School (4897)

Goal 1	To improve learning growth in Literacy and Numeracy.
Target 1.1	<p>By 2023 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in literacy and numeracy <i>and decrease the percentage in the bottom 2 bands at Year 5.</i></p> <p>Reading- Increase students achieving in the top two bands in Year 3 from 89%- 95% and in Year 5 from 58%- 65% and decrease students in the bottom two bands in Year 5 from 6% to 3%.</p> <p>Writing - Increase students achieving in the top two bands in Year 3 from 81%- 87% and in Year 5 from 35%- 40% and decrease students in the bottom two bands in Year 5 from 9% to 3%.</p> <p>Numeracy- Increase students achieving in the top two bands in Year 3 from 76%- 80%, Year 5 from 51%-60% and decrease students in the bottom two bands in Year 5 from 6% to 3%.</p>
Target 1.2	<p>By 2023 increase the number of students remaining in the top two bands of NAPLAN between Year 3 and Year 5, for literacy and numeracy.</p> <p>Reading- In 2019 70% students in top 2 bands in Year 3 (2017), remained in top 2 bands in Year 5. Target- 80%</p> <p>Writing- In 2019 47% students in top 2 bands in Year 3 (2017), remained in top 2 bands in Year 5. Target- 65%</p> <p>Numeracy- In 2019 77% students in top 2 bands Year 3 (2017), remained in top 2 bands year 5. Target- 85%</p>
Target 1.3	<p>By 2023 increase the percentage of Year 5 students assessed as at and above benchmark growth in NAPLAN literacy and numeracy based on two year moving average.</p> <p>Reading- from 77%(2019) to 83%</p>

	<p>Writing from 83% (2019) to 88%</p> <p>Numeracy from 86% (2019) to 91%</p>
Target 1.4	<p>All Year 1 to 6 students assessed against the Victorian Curriculum Levels F-10 to make at least one level of learning progress in each school year.</p> <p>Baseline data for at and above- teacher judgement sem 2 2018-sem 2 2019</p> <p>Reading- 89%</p> <p>Writing- 85%</p> <p>Number & Algebra- 90%</p>
Key Improvement Strategy 1.a Building practice excellence	Deepen the capacity of all teaching staff to use evidence-based practice, to improve student learning outcomes
Key Improvement Strategy 1.b Curriculum planning and assessment	Build the capacity of staff to understand the learning needs of each student through a deep knowledge of the curriculum and a continuum of learning
Goal 2	To amplify student voice and agency in learning
Target 2.1	<p>By 2023 increase the percentage of positive endorsement for factors of <i>student agency and voice, stimulated learning and sense of confidence, self-regulation and goal setting</i> on the Years 4-6 Student Attitudes to School Survey as outlined below;</p> <p><i>Student agency and voice</i> (Domain: Social engagement, Factor: Sense of connectedness) 69% (2019)- 75%</p> <p><i>Stimulated learning-</i> (Domain: Effective teaching for cognitive engagement, Factor: Stimulated learning) 79% (2019)- 85%</p>

	<p><i>Sense of confidence-</i> (Domain: Learner characteristics and dispositions, Factor: Stimulated learning) 81% (2019)- 88%</p> <p><i>Self-regulation and goal setting-</i> (Domain: Learner characteristics and dispositions, Factor: Stimulated learning) 82% (2019)- 90%</p>
Target 2.2	<p>By 2023 increase the percentage of positive endorsement for student agency and voice, and confidence and resiliency skills on the <i>Parent Opinion Survey</i>.</p> <p>Student agency and voice- 73% (2019) Target- 80%</p> <p>Confidence and resiliency skills 88% (2019) Target- 93%</p>
Target 2.3	<p>By 2023, improve the percentage of positive endorsement on School Staff Survey teaching & learning- evaluation module score for the component; use student feedback to inform teaching practice; increase from 80% to 90%.</p>
Key Improvement Strategy 2.a Empowering students and building school pride	<p>Build teacher capacity to have a consistent understanding of, and provide opportunities for student agency, voice & leadership</p>
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	<p>Empower students to collaborate with adults and peers to direct and take responsibility for their learning and to enhance positive partnerships</p>