

School Strategic Plan 2020-2024

Echuca East Primary School (2667)



Submitted for review by Lindy Burke (School Principal) on 31 August, 2021 at 10:56 PM

Endorsed by Paul Hon (Senior Education Improvement Leader) on 15 September, 2021 at 12:04 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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School vision	To create a community learning environment where everyone has the opportunity to learn to the best of their ability. Vision: - Engaged students who are motivated and excited to learn and love learning. <ul style="list-style-type: none">- Positive professional staff committed to sharing their passion for learning with the students and the wider community.- Innovative curriculum that values diversity.- A curriculum that values strong partnerships between home, school and community.- A safe stimulating learning environment that is stimulating and fun.
School values	At Echuca East Primary School, everyone has the responsibility to follow the school VALUES. Our School VALUES reflect how we should behave when we are at school, by being a great PAL: <ul style="list-style-type: none">- Practise RESPECT- Act RESPONSIBLY- Learn RESILIENCE
Context challenges	<p>Whatever the background of our students, whatever their abilities and wherever they start from at Echuca East Primary School, we strive to create a cohesive, inclusive, challenging and supportive learning environment encompassing all members of the school community which are based on our school's values of RESPECT, RESPONSIBILITY and RESILIENCE. Our current Enrolment is 310 students, which have been declining gradually over the last few years. 23% of our enrolments are indigenous. Although our SFOE has reduced from .5672 in 2017 to .5359 in 2020, it is still considered 'high' reflecting some complex and challenging student needs. Throughout the last Strategic Plan we had a major focus upon School Wide Positive Behaviour Support framework and worked hard to embed the school values and behaviour expectations. With a clear vision for our future, Echuca East's learning community continues to foster an environment that provides safe, quality, comprehensive education enabling all students to become lifelong learners.</p> <p>Key challenges in the implementation of this Strategic Plan are:</p> <ul style="list-style-type: none">- Ensure maximised improvement and learning growth of all students- Maintain a focus on implementing a whole school instructional model for literacy and numeracy, using consistent language across the school- Create and monitor a documented curriculum framework to support staff with a scope and sequence for the consistent delivery of instruction.

	<ul style="list-style-type: none"> - Develop role clarity, responsibility and accountability among staff - Build a strong focus on improving student attendance, in particular Koorie cohorts - Further enable and activate student voice and agency in learning - Build leadership capacity of staff within the school - Maintain and increase future enrolments (despite the decline predicted over this Strategic Plan) - Rebuild the connections and engagement with families / community as a result of COVID-19 restrictions in 2020 and 2021. - Continue to build upon teacher collaborative inquiry (PLC) processes within the school
<p>Intent, rationale and focus</p>	<p>In this Strategic Plan, the intention is to improve student achievement and learning growth in literacy and numeracy and to improve our students engagement and agency in learning.</p> <p>In order to implement our goals and achieve our targets we intend to:</p> <ul style="list-style-type: none"> - Develop and embed high impact teaching strategies within an agreed instructional model for both Literacy and Numeracy - Build all teachers' capability to effectively use evidence-based approaches in planning for differentiated and challenging learning - Develop and embed a culture of accountability, feedback and high expectations for all - Build all teachers' capability to activate student voice and agency in learning - Strengthen inquiry-based curriculum planning approaches to engage students and offer real-world learning contexts - Embed processes and structures that support all students' regular attendance and engagement at school <p>Some of the actions in this Strategic Plan will be ongoing throughout this period, whereas other actions will be targeted for a particular time and serve to enable and support further improvement of work. The development of school wide instructional models for both literacy and numeracy will be prioritised early in this plan. Ongoing professional development, classroom observations and regular learning walks will be ongoing to help build staff capability, best practice and improved student outcomes. Developing role clarity across the school will be an initial focus to ensure staff are aware of their role and accountability within this Strategic Plan. We will continue to monitor, evaluate and modify specific strategies to meet our emerging needs throughout the plan.</p>

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Goal 1	To maximise the achievement and learning growth of all students																																
Target 1.1	<p>NAPLAN Targets:</p> <p>Increase the proportion of students making the expected level or above of benchmark growth in NAPLAN Reading, Writing, and Numeracy to at least the levels shown:</p> <table border="1" data-bbox="714 608 2107 762"> <thead> <tr> <th>NAPLAN Area</th> <th>2019 Level</th> <th>2024 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55 percent</td> <td>75 percent</td> </tr> <tr> <td>Writing</td> <td>66 percent</td> <td>75 percent</td> </tr> <tr> <td>Numeracy</td> <td>75 percent</td> <td>80 percent</td> </tr> </tbody> </table> <p>Increase the proportion of students achieving in the Top Two Bands of NAPLAN to at least the levels shown:</p> <table border="1" data-bbox="714 863 2107 1018"> <thead> <tr> <th>NAPLAN Area</th> <th>2019 Level Year 3</th> <th>2024 target Year 3</th> <th>2019 Level Year 5</th> <th>2024 Target Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46 percent</td> <td>55 percent</td> <td>20 percent</td> <td>35 percent</td> </tr> <tr> <td>Writing</td> <td>39 percent</td> <td>55 percent</td> <td>7 percent</td> <td>20 percent</td> </tr> <tr> <td>Numeracy</td> <td>35 percent</td> <td>40 percent</td> <td>21 percent</td> <td>30 percent</td> </tr> </tbody> </table>	NAPLAN Area	2019 Level	2024 Target	Reading	55 percent	75 percent	Writing	66 percent	75 percent	Numeracy	75 percent	80 percent	NAPLAN Area	2019 Level Year 3	2024 target Year 3	2019 Level Year 5	2024 Target Year 5	Reading	46 percent	55 percent	20 percent	35 percent	Writing	39 percent	55 percent	7 percent	20 percent	Numeracy	35 percent	40 percent	21 percent	30 percent
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Target 1.2	<p>Teacher Judgements (Age-expected level) Targets</p> <p>Increase the proportion of students achieving at or above the age-expected level against the Victorian Curriculum to at least the levels shown:</p> <table border="1" data-bbox="714 1225 2107 1380"> <thead> <tr> <th>Learning Area</th> <th>2020 Level</th> <th>2024 Target</th> </tr> </thead> <tbody> <tr> <td>Reading and Viewing</td> <td>72 percent</td> <td>80 percent</td> </tr> <tr> <td>Writing</td> <td>60 percent</td> <td>80 percent</td> </tr> <tr> <td>Mathematics (average all areas)</td> <td>70 percent</td> <td>80 percent</td> </tr> </tbody> </table>	Learning Area	2020 Level	2024 Target	Reading and Viewing	72 percent	80 percent	Writing	60 percent	80 percent	Mathematics (average all areas)	70 percent	80 percent																				
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<p>Target 1.3</p>	<p>School Staff Survey Targets</p> <p>Increase the levels of positive endorsement for the following variables to at least the levels shown:</p> <table border="1" data-bbox="667 331 2105 485"> <thead> <tr> <th>School Staff Survey Variable</th> <th>2020 Level of positive endorsement</th> <th>2024 Target</th> </tr> </thead> <tbody> <tr> <td>Collective efficacy</td> <td>60 percent</td> <td>75 percent</td> </tr> <tr> <td>Guaranteed and viable curriculum</td> <td>75 percent</td> <td>85 percent</td> </tr> <tr> <td>Professional learning to improve practice</td> <td>60 percent</td> <td>80 percent</td> </tr> </tbody> </table>	School Staff Survey Variable	2020 Level of positive endorsement	2024 Target	Collective efficacy	60 percent	75 percent	Guaranteed and viable curriculum	75 percent	85 percent	Professional learning to improve practice	60 percent	80 percent
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<p>Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies</p>	<p>Develop and embed high impact teaching strategies within an agreed instructional model for Literacy and Numeracy</p>												
<p>Key Improvement Strategy 1.b Building practice excellence</p>	<p>Build all teachers' capability to effectively use evidence-based approaches in planning for differentiated and challenging learning</p>												
<p>Key Improvement Strategy 1.c Strategic resource management</p>	<p>Develop and embed a culture of accountability, feedback and high expectations for all</p>												
<p>Goal 2</p>	<p>Maximise the engagement and agency of all students in their learning</p>												
<p>Target 2.1</p>	<p>Attitudes to School Survey Targets</p> <p>By 2024, increase the levels of positive endorsement in the following variables to at least the levels shown:</p> <table border="1" data-bbox="667 1091 2105 1206"> <thead> <tr> <th>Variable</th> <th>2019 Level of positive endorsement</th> <th>2024 Target</th> </tr> </thead> <tbody> <tr> <td>Teacher concern</td> <td>76 percent</td> <td>85 percent</td> </tr> <tr> <td>Student voice and agency</td> <td>71 percent</td> <td>85 percent</td> </tr> </tbody> </table>	Variable	2019 Level of positive endorsement	2024 Target	Teacher concern	76 percent	85 percent	Student voice and agency	71 percent	85 percent			
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<p>Target 2.2</p>	<p>Attendance Targets:</p>												

	<ul style="list-style-type: none"> • Decrease the average days of absence per FTE student from 21.2 days in 2019 to 18 days or less in 2024 • Decrease the proportion of Koorie students with 20 or more absence days from 53 percent in 2019 to 45 percent or less in 2024.
Key Improvement Strategy 2.a Empowering students and building school pride	Build all teachers' capability to activate student voice and agency in learning
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Strengthen inquiry-based curriculum planning approaches to engage students and offer real-world learning contexts
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Embed processes and structures that support all students' regular attendance and engagement at school