

School Strategic Plan 2018-2022

Epsom Primary School (2367)



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<p>School vision</p>	<p>Vision Building excellence and opportunity together is at the heart of every action and decision we make for students and staff. Our Philosophy is to ensure that at Epsom Primary School, our students learn in a supportive and caring environment. We are committed to developing the whole child, that includes their academic, social, physical and emotional learning. We provide opportunities for our students and staff that motivate individuals to succeed, through our partnerships with students and parents and alongside excellence in teaching and learning.</p>
<p>School values</p>	<p>The core values and principles that drive our actions and decisions at Epsom Primary School are based on our STAR values: Strive for Excellence Take Responsibility Act Responsibly Respect our Community These core values underpin all that we do as a school community.</p>
<p>Context challenges</p>	<p>School Context Epsom Primary School was originally a rural school established to cater for outlying farming communities. Its location now places it in the northern growth corridor of Bendigo. It has grown from approximately 180 in 2013 to currently 350 students with anticipated further growth over the next 5 years. The family SFO has continues to rise slowly and is currently at 0.59 The school identified a number of key challenges from our own evaluation and fieldwork findings. These key challenges are: 1. To decrease the wide variance in teacher knowledge and practice impacting on student learning gain by:</p> <ul style="list-style-type: none"> • Ensuring common planning time for PLT's through improved organisational structures • Having a consistent planning approach for point of need learning • Reviewing assessment schedules to ensure relevance and consistency • All teachers completing assessments as per the assessment schedule and times • Using data to differentiate student learning • Developing a deep curriculum knowledge and full understanding of the F-7 continuum by all teachers • Strengthening team teaching by having an agreed team teaching model for EPS <p>2. To improve the relationship between all members of the school community by:</p> <ul style="list-style-type: none"> • Improving communication between the classroom teacher and parent

	<ul style="list-style-type: none"> • Increasing student voice across the school <p>3. To increase student voice and agency across the school and wider community by:</p> <ul style="list-style-type: none"> • Developing teacher knowledge of how student agency improves student engagement and attainment • Improve feedback to teachers by students • Decrease variability of student voice and agency in learning teaching and assessment between classrooms
<p>Intent, rationale and focus</p>	<p>Our intent over the 4 years of this SSP is to:</p> <ol style="list-style-type: none"> 1. Improve student achievement as analysis of our Naplan and school based benchmarking identified a high proportion of students having low growth in Reading, Writing and Numeracy 2. Improve student engagement in learning by improving student voice and agency for all students as analysis of a range of data sets (including SAS, Attendance data and fieldwork feedback) show low motivation and engagement which is increasing as students move through the school. <p>Our SSP will prioritise academic growth and student engagement.</p> <p>Our focus to achieve the goals of the SSP will be:</p> <ol style="list-style-type: none"> 1. Improve literacy and numeracy outcomes for all students by <ul style="list-style-type: none"> • Developing whole school curriculum and agreed pedagogy • Developing and agreed and evidence based whole school approach to team teaching, planning and collaboration • Building teacher capacity to deliver a differentiated curriculum • Building teacher capacity in data literacy • Developing an organisational structure to support strong PLC's 2. Improve engagement in learning for all student by: <ul style="list-style-type: none"> • Developing a whole school approach to improve student voice and agency • Developing a framework that leverages school partnerships with the intent to improve student learning, wellbeing and attendance • Developing a school organisation design to drive effective instructional leadership

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Goal 1	To improve literacy and numeracy outcomes for all students.
Target 1.1	By 2022, the percentage of Year 3 students achieving in the top 2 bands of will increase: <ul style="list-style-type: none">• In Reading from 41.2% (2018) to 55%• In Writing from 46.9% (2018) to 52%• In Numeracy from 24.2% (2018) to 45%
Target 1.2	By 2022, the percentage of Year 5 students achieving in the top 2 bands of NAPLAN will increase: <ul style="list-style-type: none">• In Reading from 22.6% (2018) to 40%• In Writing from 6.5% (2018) to 14%• In Numeracy from 25.8% (2018) to 32%
Target 1.3	By 2022, reduce percentage of Year 5 students achieving <i>low growth</i> in NAPLAN: <ul style="list-style-type: none">• In Reading from 30.4% to 10%• In Writing from 38.1% to 10%• In Numeracy from 13% to 10%

Key Improvement Strategy 1.a Curriculum planning and assessment	Develop a whole school curriculum and agreed pedagogy.(CPA)
Key Improvement Strategy 1.b Building practice excellence	Develop an agreed and evidence based whole school approach to team teaching, planning and collaboration.
Key Improvement Strategy 1.c Building practice excellence	Build teacher capacity to deliver a differentiated curriculum
Key Improvement Strategy 1.d Evaluating impact on learning	Build teacher capacity in data literacy.
Key Improvement Strategy 1.e Building practice excellence	5. Develop collaborative structures and processes which build professional learning communities and an adult learning culture.(BPE).
Goal 2	To improve engagement in learning for all students.
Target 2.1	By 2022, increase the percentage of positive responses for the following factors in the Student Attitudes to School Survey <ul style="list-style-type: none"> ● Motivation and interest from 80.7% (2018) to 85% (2022) ● Self-regulation and goal setting from 81.3% (2018) to 90% (2022) ● Student voice and agency from 58.7% (2018) to 75% (2022) ● Stimulating learning from 71.7% (2018) to 85% (2022)
Target 2.2	Demonstrate year on year improvement in the following questions from the PIVOT survey, with comparisons made annually with the semester 2 data sets. <ul style="list-style-type: none"> ● This class keeps my attention - I don't get bored (2018 benchmark 3.65) ● In my class the students are well behaved (2018 benchmark 3.5)

	<ul style="list-style-type: none"> • My class is busy learning and doesn't waste time (2018 benchmark 3.5)
Target 2.3	By 2022, decrease the percentage of students with 20 or more days absent from 25% in 2018 to 15% in 2022
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a whole school approach to activate student voice and agency.
Key Improvement Strategy 2.b Health and wellbeing	Develop a framework that leverages school partnerships to support student learning, health, wellbeing and attendance (HW).
Key Improvement Strategy 2.c Instructional and shared leadership	Develop a school organisation design to drive effective instructional leadership.