

School Strategic Plan 2020-2024

Eaglehawk Primary School (0210)



Submitted for review by Fiona Lindsay (School Principal) on 05 February, 2021 at 02:25 PM

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Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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<p>School vision</p>	<p>Our school vision: To provide a caring, supportive learning environment, which prepares all students to reach their full potential, continue learning and make positive contributions to the community.</p>
<p>School values</p>	<p>The following Values are a part of all attitudes, behaviours and learning at Eaglehawk Primary School. Caring, Community, Honesty, Learning and Respect.</p> <ul style="list-style-type: none"> • Caring: We look after ourselves, each other and the environment • Community: We work together to develop a sense of belonging and encourage teamwork • Honesty: We take responsibility for our actions and tell the truth • Learning: We ensure everyone has the opportunity to learn, succeed and achieve their best • Respect: We understand that everyone is different and that we think and act with integrity
<p>Context challenges</p>	<p>Eaglehawk Primary School is situated in the main business district of Eaglehawk and is part of the City of Greater Bendigo. The school has a proud heritage, making a strong contribution to education for over 150 years. Our school is committed to providing a safe, supportive learning environment to ensure all students reach their full potential, and is committed to improving student learning outcomes. With a strong focus on reading, writing and mathematics, smaller class sizes below 20 optimise student-learning opportunities. As a 'Stephanie Alexander Kitchen Garden' School for over 10 years, there is a specialist kitchen and established edible garden with all grades participating in weekly garden classes. Other specialist programs include Reading Recovery, Art, Music, Choir, Physical Education, Circus and LOTE (Chinese). Grade 6 students participate in the region's 'Passions and Pathways' Program - a partnership with local business and industries.</p> <p>High expectations around work and behaviour are part of the school culture. Calmer Classrooms is used throughout the school to ensure all children are engaged and experience success in all aspects of the day. The school supports student wellbeing through programs including 'Berry Street', 'Rights, Resilience & Respectful Relationships' and School Wide Positive Behaviour Supports (SWPBS). The school works hard to build and maintain relationships with families to support every students' education.</p> <p>The current enrollment is 129 students in grades prep - 6, across 7 classrooms. The school currently has 20 Koorie students, 11 Out of Home Care students, 7% EAL and 11 students enrolled in the Program for Students with Disabilities. Student mobility is high with the school receiving mobility (reference 14) funding. Our profile is 76% of families are in the bottom quarter, 20% in the bottom-mid quarter, 4% in the middle quarter and 0% in the top quarter. Our school SFO has remained relatively steady at 0.843.</p>

	<p>There are 7 full time classroom teachers, and 3 part time specialist teachers who teach Visual Arts, Performing Arts and Library, The leadership team consists of the principal, assistant principal and wellbeing teacher. The school has 7 education support staff of varying time fractions that include 2 part time office staff, 4 part time classroom support and a part time Stephanie Alexander gardener. The school has had a significant change in staff over the past 4 years with only 2 staff remaining since the last review. The beginning of each year often sees significant staff changes with 10 new staff at the start of 2019.</p> <p>The school has a commitment to professional learning growth and prioritises staff wellbeing. Since 2012, the school has funded a coaching program to support all classroom teachers around the teaching of reading, writing and mathematics and classroom behaviour and management. Each year, one of the 4 curriculum days is dedicated to mathematics, literacy (reading and writing) and student and staff wellbeing. Since 2016, the school has worked with and continued to employ a therapist twice a term to support staff with their own wellbeing as well as understanding and supporting trauma students. In 2019, the school participated in Understanding Trauma and Reflective Circles (both in classrooms and as a staff group) with regional and Latrobe University staff.</p> <p>A significant renovation to the main building over the past 5 years has created modern, flexible teaching and learning spaces. Over the past 2 years a further refurbishment has seen the development of the grounds (including an undercover multipurpose court area, a running track and new playground equipment) and the corner building fondly known as 'The Church' used as our multipurpose room.</p> <p>From the self-evaluation and review, the school's key challenges over the past 4 year period have been significant changes in staffing with many teachers in the early stages of their careers. From the feedback further support will be provided for new teachers. The school has developed structures and procedures for student attendance, however these need to be embedded to reduce absences.</p>
<p>Intent, rationale and focus</p>	<ul style="list-style-type: none"> • The teaching of Literacy and Numeracy skills, with a particular focus on real-life connections in learning • Student voice and agency to increase learning confidence, motivation and connectedness • The teaching of metacognitive strategies within a discipline-rich inquiry model • A Professional Learning Communities approach to collaborative planning, peer observation and feedback, and in the use of data to monitor the impact on learning <p>Students have indicated they would like greater ownership and say in their learning. Making real life connections to student learning will motivate, & provide interest & purpose to learning which will hopefully lead to improved attendance. Teaching metacognitive strategies will empower students to take responsibility for their learning, reflect & set meaningful learning goals. To build staff capacity to implement the teaching of Literacy & Numeracy skills through a professional learning communities</p>

approach.

In 2021 the school will prioritise the teaching of Numeracy skills by engaging math consultant Peter Sullivan to work with staff throughout the year for at least 20 days, including a curriculum day early in term 1.

A team of staff will complete the Professional Learning Communities training and implement a cycle in term 1. The team will continue to lead staff in a PLC cycle each term with a focus on math.

2021: focus on PLC and building staff math understanding. professional learning day allocated to 6+1 traits of writing

2022: focus on SWPBS including student voice & agency & building on math knowledge to include real life connections, & implementing 6+1 traits of writing

2023: focus metacognitive strategies & review inquiry models

2024: consolidate & focus on areas based on staff & student feedback

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Goal 1	To maximise the learning growth of every student in Literacy and Numeracy
Target 1.1	<p>By 2024, the proportion of students achieving above-expected NAPLAN Benchmark Growth in Reading, Spelling and Numeracy to be at or above the level shown below.</p> <p>2019 - Students achieving above-expected growth (School)</p> <ul style="list-style-type: none">• Reading 17%• Spelling 20%• Numeracy 8% <p>2019 - Students achieving above-expected growth (Similar School)</p> <ul style="list-style-type: none">• Reading 20%• Spelling 25%• Numeracy 15% <p>2024 - Students achieving above-expected growth (Target)</p> <ul style="list-style-type: none">• Reading 20%+• Spelling 25%+• Numeracy 15%+

Target 1.2	By 2024, the proportion of students achieving in the Top 2 Bands in NAPLAN Numeracy (Years 3 and 5) to be at or above 20 percent, from zero percent in Year 3 and eight percent in Year 5 (2019)
Target 1.3	By 2024, increase the positive endorsement levels in the following survey variables: <ul style="list-style-type: none"> • Attitudes to School Survey: Stimulated Learning Challenge (51 percent in 2020) and Differentiated Learning (71 percent in 2020) to at least 80 percent • Staff Survey: Academic Emphasis (35 percent in 2020) and Collective Efficacy (44 percent in 2020) to at least 75 percent.
Key Improvement Strategy 1.a Building practice excellence	Build all teachers' collective capability and effectiveness in using assessment data to plan for differentiation of teaching and challenge in learning
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop a whole school curriculum plan that supports authentic connections between Literacy learning and other learning areas
Key Improvement Strategy 1.c Curriculum planning and assessment	Build all teachers' understanding of conceptual frameworks in Numeracy, and their capability in scaffolding students' learning in this area
Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	Develop and embed high impact teaching strategies within the school's instructional models for Literacy and Numeracy
Goal 2	Maximise the engagement and agency of every student in their learning
Target 2.1	By 2024, increase the positive endorsement levels in the following AToSS variables to at least 80 percent: <ul style="list-style-type: none"> • Sense of Confidence (from 55 percent in 2020)

	<ul style="list-style-type: none"> • Student Voice and Agency (from 56 percent in 2020) • Motivation and Interest (from 73 percent in 2020) • Teacher Concern (from 68 percent in 2020) • School Connectedness (from 62 percent in 2020)
Target 2.2	<p>By 2024, increase the positive endorsement levels in the following SSS variable to at least 60 percent:</p> <ul style="list-style-type: none"> • Trust in students and parents (from 34 percent in 2020)
Key Improvement Strategy 2.a Empowering students and building school pride	Build all staff capability to activate and embed student voice and agency in learning
Key Improvement Strategy 2.b Vision, values and culture	Embed structures and processes that support effective communication and collaboration between leaders, teachers, students and families
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop and implement an inquiry-based and discipline-rich curriculum approach that is responsive, challenging and engaging for students
Key Improvement Strategy 2.d Setting expectations and promoting inclusion	Build all staff capability to respond to the learning needs of individual groups, especially those at risk of disengaging, or those with special needs.