

School Strategic Plan 2022-2026

Eppalock Primary School (1788)



EPPALOCK

PRIMARY SCHOOL

Submitted for review by Jason O'Neill (School Principal) on 14 December, 2022 at 10:51 AM

Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 14 December, 2022 at 10:52 AM

Endorsed by Alicia Martin (School Council President) on 19 December, 2022 at 09:23 PM

School Strategic Plan - 2022-2026

Eppalock Primary School (1788)

School vision	Our school's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community.
School values	<p>Eppalock Primary school values are;</p> <p>Be Kind, Be Resilient, Be Respectful and Be Responsible. We always consider self, other and the environment.</p> <ul style="list-style-type: none">• We will provide a safe, calm and welcoming learning environment where every child is treated as an individual.• We will develop children who have a strong relationship to school and their community. The children will have a sense of self & understand how they learn.• We will build and support an open, healthy and welcoming community that is visible in its practical support for the learning and wellbeing of each child. Children will be encouraged to embrace and celebrate difference and they will experience positive interactions with adults.• We aim to foster a love of and for our natural environment and nurture a strong sense of stewardship within our students. Eppalock PS prioritises environmental sustainability.
Context challenges	<p>Goal 1: To improve literacy and numeracy outcomes for all students.</p> <p>Target 1.2: By 2022, the percentage of students achieving in the top two NAPLAN bands in Reading, Writing and Numeracy in Years 3 and 5, to be 40 per cent or more.</p> <p>The Panel noted the decrease in student achievement from Year 3 to Year 5 for Reading, Writing and Numeracy. It heard that in 2018 at the start of the SSP that the school lacked a strong learning culture, a system of explicit behavioural expectations or wellbeing supports. Parent trust in the school had eroded. The absence of these were identified by school personnel as barriers to students achieving their learning potential. During the course of the SSP the new leadership had established policies, procedures and practices to change the culture of the school and improve classroom environments. Barriers to an effective teaching and learning program included the absence of documentation, the lack of an instructional model and inconsistency in teacher practice. The</p>

	<p>changeover of nearly all staff, including education support staff, enabled school leadership to rebuild the wellbeing and teaching and learning programs. The Panel heard the school hoped that the removal of barriers and improved practices in the use of data to inform teaching and learning would begin to show in growth data in the coming years.</p> <p>Goal 3: To improve student engagement and wellbeing.</p> <p>Target 1: The target to decrease unexplained absences from 20% to 16% was not met with unexplained absences increasing to 23%.</p> <p>The Panel heard that COVID-19 was seen as a barrier to achieving targets. It had impacted on the mental health of the whole school community and especially on student resilience and perseverance. The school reported observing reduced family resilience during remote and flexible learning which manifested in higher levels of anxiety amongst students. The Panel heard that where possible the school had supported families to ameliorate some of the stressors they were experiencing.</p> <p>The school identified the effects of a small school environment on relationships between students which could be magnified when social issues arose. The Panel heard that the absence of a school wellbeing framework in the early years of the SSP was a barrier to achieving the goal. Its introduction had supported the school to develop an improved culture of expectations around behaviour. The introduction of the matrix of expectations supported the school to apply a consistent voice and framework that reflected the school values.</p>
<p>Intent, rationale and focus</p>	<p>Intent: To improve learning growth and achievement for all students in Literacy and Numeracy.</p> <p>Rationale: An analysis of the school's NAPLAN top two bands data and relative growth data identified a high proportion of Year 5 students demonstrating a decrease in literacy and numeracy. Improving learning outcomes in literacy and numeracy for all students was therefore identified as an area requiring continued focus for the next School Strategic Plan.</p> <p>Eppalock Primary is prioritising the following Key Improvement Strategies.</p> <ol style="list-style-type: none"> 1. Build data literacy skills to inform collaborative planning for point of need teaching and learning. 2. Enhance teacher practice through the strengthening of PLC, moderation and feedback processes. <p>Intent; Empower students to be engaged and self-regulated learners.</p> <p>Rationale: The school had not met any of the three targets in Goal 2, relating to resilient students in the 2018-2022 strategic plan. Goal 3 relating to student voice and agency was partially met. Panorama data indicated that boys' positive endorsement across a number of AtoSS factors required further investigation. Evidence gathered during the review indicated that although some work had been done to develop students' choice in learning, the development of their authentic agency as learners was an area for</p>

improvement.

Eppalock Primary School is prioritising the following key improvement strategies.

1. Define, develop, document and implement whole school practices and processes to embed student voice, agency and leadership.
2. Build the capabilities of students to co-design and monitor their goals.

School Strategic Plan - 2022-2026

Eppalock Primary School (1788)

Goal 1	To improve learning growth and achievement for all students in Literacy and Numeracy.
Target 1.1	<p>By 2026, increase the percentage of Year 3 students in the top two bands of NAPLAN averaged over the final three years of the school strategic plan:</p> <ul style="list-style-type: none">• Reading from 67 per cent (2019-2022 average) to 68 per cent• Writing from 61 per cent (2019-2022 average) to 65 per cent• Numeracy from 61 per cent (2019-2022 average) to 65 per cent.
Target 1.2	<p>By 2026, increase the percentage of Year 5 students in the top two bands of NAPLAN averaged over the final three years of the school strategic plan:</p> <ul style="list-style-type: none">• Reading from 35 per cent (2019-2022 average) to 43 per cent• Writing from 31 per cent (2019-2022 average) to 35 per cent• Numeracy from 31 per cent (2019-2022 average) to 35 per cent.
Target 1.3	<p>By 2026 decrease the percentage of students below expected growth for Teacher Judgement:</p> <ul style="list-style-type: none">• Reading and Viewing from 13 per cent in 2020/2021 to 10 per cent• Writing from 26 per cent in 2020/2021 to 15 per cent• Number and Algebra from 20 per cent in 2020/2021 to 15 per cent.

Target 1.4	<p>By 2026, increase the proportion of positive response scores on the School Staff Survey, averaged over the final three years of the school strategic plan, for the factors of:</p> <ul style="list-style-type: none"> • Understand how to analyse data from 50 per cent in 2021 to 75 per cent. • Professional learning to improve practice from 50 per cent in 2021 to 75 per cent. • Professional learning through peer observation from 0 per cent in 2021 to 70 per cent.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build data literacy skills to inform collaborative planning for point of need teaching and learning.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teacher practice through the strengthening of PLC, moderation and feedback processes.
Goal 2	Empower students to be engaged and self-regulated learners.
Target 2.1	<p>By 2026, increase the proportion of overall Years 4 to 6 boys and girls positive response scores on the AtoSS, averaged over the final three years of the school strategic plan, for the factors of:</p> <ul style="list-style-type: none"> • Self regulation and goal setting from 81 per cent in 2022 to 85 per cent • Student voice and agency from 79 per cent in 2022 to 82 per cent • Perseverance from 72 per cent in 2022 to 75 per cent.

Target 2.2	<p>By 2026, increase the proportion of Years 4 to 6 boys positive response scores on the AtoSS, averaged over the final three years of the school strategic plan, for the factors of:</p> <ul style="list-style-type: none"> • Stimulated Learning (boys) from 79 per cent in 2022 to 82 per cent. • Effort (boys) from 69 per cent in 2022 to 75 per cent.
Target 2.3	<p>By 2026, increase the proportion of positive response scores on the School Staff Survey, averaged over the final three years of the school strategic plan, for the factors of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 50 per cent in 2021 to 75 per cent. • Focus learning on real life problems from 50 per cent in 2021 to 75 per cent.
Target 2.4	<p>By 2026, increase the proportion of positive response scores on the Parent Opinion Survey, averaged over the final three years of the school strategic plan, for the factors of:</p> <ul style="list-style-type: none"> • Student agency and voice from 81 per cent in 2021 to 83 per cent • Teacher communication from 83 per cent in 2021 to 85 per cent.
Target 2.5	<p>By 2026, decrease the percentage of students who are absent for:</p> <ul style="list-style-type: none"> • 20 or more days of absence at 17 per cent in 2021 to 15 per cent or less.
Key Improvement Strategy 2.a	<p>Define, develop, document and implement whole school practices and processes to embed student voice, agency and leadership.</p>

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build the capabilities of students to co-design and monitor their goals.</p>