

School Strategic Plan 2020-2024

Findon Primary School (5244)



learning for life

Submitted for review by Paula Cosgrave (School Principal) on 23 February, 2021 at 01:49 PM

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<p>School vision</p>	<p>Findon's school motto: 'Learning for Life' empowers our students to become life long learners with positive feelings of self worth. As young adults, they must be confident, tolerant, adaptable and resilient. They will become effective team members who understand their rights and responsibilities, within a global community and atmosphere of inquiry.</p>
<p>School values</p>	<p>The school's values of 'Respect, Honesty, Responsibility, Care and Compassion and Doing your Best' are understood by members of the community and are a clear point of reference as we go about our daily interactions. These values sit along side our Right to learn, our Right to be safe and our Right to be respected, and are relevant to our Vision and pivotal to the way we approach our whole school behaviour management as a restorative practices school and Respectful Relationships Education school. They are revisited annually to determine ownership and relevance and have stood the test of time by remaining as those chosen, agreed upon and lived by all members, students, staff and parents, of our school community.</p>
<p>Context challenges</p>	<p>Findon Primary School was established in 1986. The school is located in the northern suburbs of Melbourne. Enrolments have declined from 387 in 2017 to 365 in 2020. The gender breakdown is 60.3% male and 39.5% female. The current Student Family Occupation and Education (SFOE) index is 0.5120, this has decreased from 0.5293 over the last four years. The number of equity funded students is 121 down from 167 students in 2017.</p> <p>To empower our students, 25% for whom English is an Additional Language (EAL), to learn and achieve, we began our journey of improvement in student outcomes, by aiming for high quality teacher instructional practice and opportunities for students to have voice and agency in their learning. Findon strategically focused on the development of reading, writing and numeracy skills, through a curriculum that places the learner at the centre of all decision making, to improve students' outcomes, using the reading and writing Workshop Model, as our instructional model; 6+1 Traits; Literary Devices and Write to read spelling. We have continued to develop reading comprehension, as well as develop a sound understanding of mathematical proficiencies and open ended problem solving. Students are actively encouraged to take responsibility for their learning, through individual challenging goal setting, in 1:1 reading and writing conferencing, and a gradual release of responsibility by the teacher.</p> <p>Our consistent restorative approach to student behaviour, coupled with our values and a strong social/emotional and mental well being focus is practised and implemented school wide.</p> <p>Student wellbeing and attendance continues to be a high priority for all staff at our school. FPS established a number of strategies to address student attendance. A key strategy was having a student welfare officer (SWO) to monitor attendance, engagement, school refusal and to work with parents. Other strategies included using PIVOT student perception surveys, student forums, established Student Voice action team, with further strategies needed in empowering students to improve attendance and build school pride. Determining our main areas of focus has enabled us to align our resources, financial, human and physical to maximise our efforts.</p>

	<p>The appointment two substantive Learning Specialists and one acting learning specialist (2020) and 5 Instructional leaders strategically working to oversee specific teaching teams, across five learning teams F-6, has enabled the authentic collaboration within teams, internal growth and collegiate sharing of exemplar instructional practices through PLCs, and a cycle of inquiry. This school organisational design promotes distributive leadership and clear lines of sight in our work.</p> <p>An analysis of our school's NAPLAN data identified more students with low growth and less students with high growth in writing years 3-5 in 2019 than in 2018. Further investigation into the relationship between NAPLAN data and an alignment with teacher judgement will be a focus. It is acknowledged that teachers tend to score (consistently) at the lower end of the scale when possibly more students should be awarded an above, showing higher growth in Vic Curriculum.</p> <p>An analysis of our school's NAPLAN bands data indicates that for three years our school has had a higher percentage of students in the top two bands in numeracy, but also a higher percentage of students in the bottom two bands than similar and state schools. Differentiating the learning, in order to enable and extend student learning will be a focus, as well as student /teacher/peer feedback evident in the classroom.</p>
<p>Intent, rationale and focus</p>	<p>Key directions for our next School Strategic plan include:</p> <ul style="list-style-type: none"> - Literacy, particularly improving growth in writing, with a focus on sophistication and complexity in writing at years 3-6 - Numeracy, particularly improving growth and achievement - Attendance, reducing absences - Activate authentic student voice, agency and leadership to empower students to learn, achieve and take pride in their school. Our Attitudes to School Survey 2020 Student voice and agency outcomes showed the factor, had a lower positive response percentage endorsement than most factors sitting at 72% and Learning Confidence at 73% The panel agreed that a goal to empower students to have greater voice and agency in learning and voice through student leadership would improve engagement, learning outcomes and build confidence that they can contribute to improving their school and community. We will continue to develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered and having a say in things students learn, through Student Action teams and forums. -Embed regular staff, student and parent feedback processes to build student engagement. Improve achievement and learning growth for all students in writing and numeracy. -Document and embed a sequential curriculum. An analysis of the school's NAPLAN and school-based benchmarking data identified a high proportion of students demonstrating low to medium growth in reading, writing and numeracy. Additionally, the school's panorama report indicated the percentage in the top two bands was lower than similar schools for reading, writing and numeracy. Lower growth was also evident compared to similar schools. - Writing becoming more sophisticated and complex from 3-5 and numeracy were identified by the panel as areas requiring focus for the next SSP. -Excel in building teacher and leadership capability to embed a whole school documented approach to evidence-based, pedagogy. -Excel in PLC culture within and across the school, to enable consistency of instructional practice F-6 -Excel with teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress.

	<ul style="list-style-type: none">--Building parent partnerships, participation and involvement, valuing parents' contributions- To align goals with selected high-impact FISO improvement initiatives- Continue with initial work on using PIVOT student perception surveys 3-6, to activate student feedback to teacher, student voice and agency.-A coordinated approach, with clear expectations for learning and behavior would build student resilience and foster wellbeing.- The Parent Opinion Survey 2020 Parent participation and involvement was low with a 64%. Parents' feeling the school values their contribution will support the building of these communities and partnerships with parents would strengthen.
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Goal 1	Optimise learning growth for all students in writing.
Target 1.1	Increase the percentage of students with above benchmark growth in year 5 in writing from 17% in 2019 to more than or equal to 30% above by 2024.
Target 1.2	Decrease the percentage of students with below benchmark growth in year 5 in writing from 31% in 2019 to less than or equal to 10% by 2024.
Target 1.3	Increase the percentage of students in the top two bands in year 5 writing from 15% in 2019 to more than or equal to 30% of students by 2024.
Target 1.4	Decrease the percentage of students in the bottom two bands in year 5 writing from 15% in 2019 to less than or equal to 10% of students by 2024.
Key Improvement Strategy 1.a Curriculum planning and assessment	Document and embed a sequential curriculum.
Key Improvement Strategy 1.b Building practice excellence	Use data and evidence within the PLC framework to plan targeted teaching & learning and to track student progress in writing.

Key Improvement Strategy 1.c Building practice excellence	Develop teacher pedagogical content knowledge in what makes a good writer, the 6+1 Traits, and the writing process.
Goal 2	Optimise learning growth for all students in numeracy.
Target 2.1	Increase the percentage of students with above benchmark growth in year 5 numeracy from 29% in 2019 to more than or equal to 35% above by 2024
Target 2.2	Decrease the percentage of students with below benchmark growth in year 5 numeracy from 18% in 2019 to less than or equal to 10% by 2024.
Target 2.3	Increase the percentage of students in the top two bands in year 5 numeracy from 19% in 2019 to more than or equal to 30% of students by 2024
Target 2.4	Decrease the percentage of students in the bottom two bands in year 5 numeracy from 19% in 2019 to less than or equal to 10% of students by 2024.
Key Improvement Strategy 2.a Curriculum planning and assessment	Document and embed a sequential curriculum in numeracy
Key Improvement Strategy 2.b Building practice excellence	Delivery of and engagement of professional learning to embed a whole school pedagogical model in mathematics
Key Improvement Strategy 2.c Building practice excellence	Use data, evidence and moderation, within the PLC framework to plan targeted teaching & learning to track student progress in Mathematics

Key Improvement Strategy 2.d Curriculum planning and assessment	Develop teacher pedagogical content knowledge of the Victorian Curriculum and the implementation of the four proficiencies across the mathematical strands
Goal 3	To improve student voice, agency and leadership to empower students to learn and achieve
Target 3.1	Reduce the number of students away 20+ days from 32% in 2019 (state Target 27%) to 25% by 2024
Target 3.2	Increase the percentage of positive endorsement in the AtoSS from 74% in Student Voice and Agency, 79% Stimulating Learning and 79% Teacher Concern in 2019 to 90% in these categories by 2024.
Target 3.3	Increase the percentage of positive endorsement on the staff opinion survey from 53% in 2019 (56% positive 2020) academic emphasis from to 65% by 2024, and 58% in 2019 (64% positive 2020) collective efficacy to 75% by 2024.
Key Improvement Strategy 3.a Building practice excellence	Develop explicit strategies to embed student voice, agency and leadership within planning and curriculum delivered
Key Improvement Strategy 3.b Empowering students and building school pride	Embed regular staff, student and parent feedback processes to build student engagement.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Implement a Student Voice & Agency Action Team to develop policies and processes, to improve attendance.

