

School Strategic Plan 2018-2022

Surrey Hills Primary School (2778)



Submitted for review by Margaret Staley (School Principal) on 04 February, 2019 at 03:18 PM

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Endorsed by Tracey Guorgi (School Council President) on 19 February, 2019 at 09:59 AM

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School vision	<p>Surrey Hills Primary School will provide a seamless educational journey that values and addresses each individual and their role as a citizen in their immediate and global communities. Our vision for our students is to build a community of active learners who can meet the challenges of our rapidly changing world and become responsible global citizens.</p> <p>We want our students to have the skills, knowledge and personal attributes they need to take the next step in life when they leave Surrey Hills Primary School.</p> <p>Surrey Hills Primary School, a community of: Critical thinkers Interactive learners Global citizens THINK, ACT, BECOME</p>
School values	<p>As an candidate International Baccalaureate-Primary Years school the values embodied in the International Baccalaureate learner profile underpinned by the attitudes of the Primary Years will guide the school community during the next four years. Learner Profile – inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced & reflective. Attitudes – appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect & tolerance. Key values: Respect: Care and consideration for yourself, others and the environment Resilience: Be courageous when you take on challenges and solve problems Responsibility: Be a good learner, friend and member of the school community</p>
Context challenges	<p>Surrey Hills Primary School is a vibrant learning community in flexible teaching and learning spaces with a strong focus on Literacy and Numeracy; Individual Learning underpinned by an Inquiry model which has led the school to become a candidate International Baccalaureate - Primary Years school (IB PYP) in September 2018. Enrolments over the past four years have remained relatively stable: 420-430 students. The Student Family Occupation Education (SFOE) index was 0.1138 in 2018. This compares to the state median index of 0.44. Our school community highly values learning and expects every child to develop academically and socially to become life-long learners.</p>

	<p>The school will continue to place a strong emphasis on Literacy and Numeracy, global learning and academic rigour. We will continue to build and sustain a learning environment which promotes the health, safety and well-being together with our classroom curriculum and specialist program of PE/Sport; Performing Arts; Visual Arts; LOTE-Mandarin and Science, Technology, Engineering, Arts and Mathematics (STEAM). We will continue to enrich students connectedness to school through extra-curricula programs which include Instrumental Music; School Band; Ensemble and Choir; Student Council; student leadership, camps and excursions; special activity days and lunchtime clubs.</p> <p>Student health and well-being is supported by teachers through a range of programs and practices including: Kidsmatter; circle time; mindfulness and restorative practise.</p>
<p>Intent, rationale and focus</p>	<p>Our aim for all students and staff, whatever their learning needs, is to be active, life-long learners. We will over the four year Strategic Plan build and sustain a learning environment which promotes the health, safety and well-being for all members of the school community.</p> <p>As an internationally minded school, our reputation stands on honouring our history, focusing on the present and preparing for the future. We believe that the growth of our students is at the heart of our community.</p> <p>By focusing on the whole child, we facilitate a sense of belonging and achievement through powerful interactions with other learners and rich learning tasks. We value our colleagues as reflective educators who are open to new ideas and focused on best practice as they educate our students to develop as critical thinkers and lifelong learners. We are committed to highly effective learning and teaching which is built on relational trust. We have positioned ourselves globally through candidacy as an IB school to deliver the Primary Years Program to develop global citizens, achieving authorisation as an IB school within this Strategic Plan period.</p> <p>We will strive to empower student voice and agency to strengthen our positive and inclusive climate for learning and build teacher excellence and practice; continuing to strengthen literacy and numeracy skills for all students.</p>

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Goal 1	To improve the achievement and learning growth of all students across the curriculum, with a particular focus on literacy and numeracy.
Target 1.1	<p>NAPLAN Relative growth</p> <p>By 2022 the percentage of students across Years 3–5 (matched cohort) in NAPLAN:</p> <ul style="list-style-type: none">• Reading assessed as medium and high growth increase from 70% (2018) to be 85% or above.• Numeracy assessed as medium and high growth increase from 80% (2018) to be 85% or above.
Target 1.2	<p>Teacher Judgements and NAPLAN</p> <ul style="list-style-type: none">• By 2022, Vic Curriculum data shows a minimum of 1 year's growth improvement for all students each year with a 10% increase in students achieving an A or B.
Target 1.3	<p>Student opinion</p> <p>By 2022, the percentage of positive endorsement on the AToSS for Years 4-6 for these factors will be:</p> <ul style="list-style-type: none">• Stimulated learning—75% or above (from 54% in 2018)• Differentiated learning challenge—85% or above (from 74% in 2018)• Self-regulation & goal setting - 85% or above (from 78% in 2018)• Motivation & interest - 80% or above (from 67% in 2018)

Key Improvement Strategy 1.a Building practice excellence	Review and refine documented curriculum plans, assessments and shared pedagogical approaches and embed a whole school instructional model that integrates the use of high impact teaching strategies and agreed approaches to the teaching of reading, writing and numeracy to enable consistent, high quality instruction in every classroom (BPE).
Key Improvement Strategy 1.b Curriculum planning and assessment	Strengthen the capacity of teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students and evaluates the impact of learning on individual students and cohorts; and triangulate data and make more consistent assessment judgements through greater opportunities to moderate and cross mark (CPA/BPE).
Key Improvement Strategy 1.c Building practice excellence	Embed a coaching, mentoring, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes. (BPE)
Goal 2	To empower students to be actively engaged in learning and school.
Target 2.1	Student opinion By 2022, the percentage of positive endorsement on the AToSS for Years 4–6 for these factors will be: <ul style="list-style-type: none"> ● Student voice and agency—80% or above (from 56% in 2018) ● Motivation and interest—80% or above (from 67% in 2018) ● Learning confidence—80% or above (from 70% in 2018)
Target 2.2	Parent opinion By 2022, the percentage of positive endorsement on the Parent Opinion Survey (POS) for these factors will be: <ul style="list-style-type: none"> ● Student motivation and support—80% or above (from 62% in 2018) ● Student agency and voice—80% or above (from 70% in 2018)

<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>Develop and implement a student voice, leadership and learner agency strategy to empower students to be more motivated and engaged in learning and school (ESBSP).</p>
<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>Create a learning culture that enables students to understand their learning data (visible learning) so they are better able to monitor their own learning and self regulate; systematically provide feedback to teachers about what they are learning and how they are learning; set meaningful goals; and act as more intellectually engaged partners in improving their learning outcomes. (ESBSP and IESA).</p>
<p>Key Improvement Strategy 2.c Building practice excellence</p>	<p>Build teacher knowledge and practice excellence in the use of learner centered teaching that enables the consistent use of student voice, learner agency and metacognitive strategies in all classrooms. (BPE).</p>
<p>Goal 3</p>	<p>To continue to foster a positive climate for learning which supports the continued development of students' social and emotional wellbeing.</p>
<p>Target 3.1</p>	<p>Student opinion</p> <p>By 2022, the percentage of positive endorsement on the AToSS for Years 4-6 for these factors will be:</p> <ul style="list-style-type: none"> • Teacher concern—80% or above (from 58% in 2018) • School connectedness—80% or above (from 57% in 2018) • Effective Classroom Behaviour—80% or above (from 69% in 2018) • Respect for diversity—80% or above (from 63% in 2018)
<p>Target 3.2</p>	<p>Parent opinion</p> <p>By 2022, the percentage of positive endorsement on the POS for these factors will be:</p> <ul style="list-style-type: none"> • Parent Participation and Involvement—80% positive endorsement or above (from 70% positive endorsement in 2018) • Teacher Communication—80% positive endorsement or above (from 61% positive endorsement in 2018) • General satisfaction—85% positive endorsement or above.(from 74% positive endorsement in 2018)

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed the school wide positive behaviour strategy that makes explicit expectations related to good learning dispositions to enable students to be more resilient, develop a growth mindset and strengthen their sense of belonging (connectedness). (SEPI).
Key Improvement Strategy 3.b Parents and carers as partners	Develop a strategy to create stronger learning partnerships with parents and carers to enhance student outcomes (PCP).