

School Strategic Plan 2019-2023

Epping Views Primary School (5513)



Submitted for review by Pauline Kubat (School Principal) on 18 March, 2020 at 01:24 PM

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Endorsed by Wayne Mark (School Council President) on 20 March, 2020 at 08:47 AM

School Strategic Plan - 2019-2023

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School vision	To provide a learning environment, in collaboration with the wider school community, that nurtures each and every Epping Views Primary School student's personal, social, emotional, physical and academic development in preparation for sustainable learning and living in a global world.
School values	<p>Epping Views Primary School, through consultation with the staff, students and parents has the following values and understandings that are practised and embedded in the everyday school culture.</p> <p>Caring:- is understanding, thinking and showing consideration and respect for other people's feelings. Honesty:- is being trustworthy and truthful to yourself and others. Excellence:- is aiming to be the best that we can be. Respect:- is communicating with understanding and treating other people the way you would like to be treated. Responsibility:- is taking responsibility for our actions and making decisions that positively affect yourself, others and the environment.</p>
Context challenges	<p>The cultural practices of our broad multicultural population at Epping Views Primary School provides a challenge with optimising student attendance, as a number of families travel overseas for extended periods of time, throughout the school year. We also have a number of parents who do not see the correlation between maximising student attendance and achievement and will allow students to be absent from school for reasons including hot weather, birthdays, appointments, family holidays, etc.</p> <p>We have an increasing amount of families living in our zone who are renting their home as opposed to purchasing their home. This is culminating in an increased number of transient enrolments.</p> <p>There is a high percentage of students with English as an Additional Language, many of whom attend the English Language School, as well as a number of those students also having difficulty with literacy in their own language as well as English.</p> <p>In an everchanging society, we have a number of students and parents presenting at school with social emotional challenges, including some presenting with challenging behaviours and behaviours of concern. This impacts on their wellbeing, the wellbeing of the other students and the wellbeing of our staff.</p> <p>Although there are other primary schools opening in our area, we continue to have a student population in excess of 1330 students</p>

	<p>from Prep to Year 6, as well as in excess of 230 students at our kindergarten. The size of our school presents challenges in terms of staffing, particularly with an increasing amount of staff on family leave or returning from family leave on a part time basis.</p> <p>Communication within the school and between the school and the community, due to the size and the diverse cultural needs of our school, is also a challenge.</p>
<p>Intent, rationale and focus</p>	<p>At Epping Views Primary School, we aim to maximise student ability to be able to have agency and a voice in their own learning, to be highly literate and numerate, to develop a passion for learning, to be supported risk takers who show kindness to others and practise the school values in everyday living.</p> <p>We are intending to improve student outcomes in Mathematics and English, so that our students will be literate and numerate as adults. Our current data shows that students are working below standard compared to like school and network school groups in a number of key areas. We will focus attention on improving data and increasing teaching capacity in the key areas of Reading and Number, as we believe these areas will have the most impact on our students' long term capacity to be literate and numerate.</p> <p>We will focus our attention on increasing student voice and agency so that students have an increased connectedness to school, along with engagement in the curriculum and experiences they have had an opportunity to have influence on. We believe this will lead to increased student accountability for their own learning and positive behaviour.</p> <p>We intend to work to improve staff wellbeing, and student wellbeing, inclusion and engagement, because we believe all staff and students have to right to feel and be safe, included and highly successful at school.</p> <p>We will prioritise development in the key areas of Reading and Number, along with implementation of the School Wide Positive Behaviour Support (SWPBS) framework with fidelity, as well as increasing student agency and voice in these key areas and other areas of their learning.</p> <p>Our next steps are to:</p> <ul style="list-style-type: none"> - Refine and adjust our leadership model with greater focus on leadership visibility within the school and increased presence in and on planning, teaching and data - Implementation of a Professional Learning Communities approach - Widen individual student goal setting from Reading to Number and then Writing - Review the process for implementing Individual Learning Plans - Widen changes to the pedagogical structure of Reading lessons from Year 1 to Years 1 to 6, inclusive, with an increased focus on independent reading - Increase staff knowledge of student voice and agency, utilising DET documentation such as Amplify, along with staff learning about effective practice in this area from other schools and educational knowledge banks

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| | <ul style="list-style-type: none">- Increase communication with and to all stakeholders- Utilise external experts, including DET staff, to implement SWPBS with fidelity- Increase focus on staff wellbeing through providing support and capacity building with teaching, student behaviour challenges, social and emotional capabilities and learning, whilst providing for inclusion and support for all students |
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Goal 1	To improve outcomes in Maths and English
Target 1.1	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN numeracy will increase from 27% (2019) to 38% (2023).
Target 1.2	By 2023 the percentage of students from Prep to Year 6 achieving at or above in Number and Algebra, according to teacher judgement data, will increase from 85% to 90%.
Target 1.3	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 24% (2019) to 34% (2023).
Target 1.4	By 2023 the percentage of students from Prep to Year 6 achieving at or above in Reading and Viewing, according to teacher judgement data, will increase from 84% to 90%.
Target 1.5	By 2023 the percentage of positive endorsement of the Student Attitudes to School Survey factor Effective teaching time will increase from 82% (2019) to 90% (2023).

Key Improvement Strategy 1.a Building practice excellence	Build consistency in teaching practice aligned with the school's instructional model
Key Improvement Strategy 1.b Building practice excellence	Implement a process of collaborative goal setting and feedback between teachers and students
Key Improvement Strategy 1.c Evaluating impact on learning	Use data to inform and evaluate practice
Goal 2	To improve student voice and agency in learning
Target 2.1	By 2023 the percentage positive endorsement of students in Student Attitudes to School Survey for the factor Student voice and agency will increase from 62% (2019) to 72% (2023).
Target 2.2	By 2023 the percentage positive endorsement of students in Student Attitudes to School Survey for the factor Self-regulation and goal setting will increase from 85% (2019) to 92% (2023).
Target 2.3	By 2023 the percentage positive endorsement of parents in the Parent Opinion Survey for the factor Student voice and agency will increase from 79% (2019) to 89% (2023).
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop collaborative goal setting in key learning areas
Key Improvement Strategy 2.b Empowering students and building school pride	Develop a process of student feedback to inform curriculum development and improve teaching practice

Key Improvement Strategy 2.c Empowering students and building school pride	Develop a range of opportunities for student voice and agency in their learning
Goal 3	To improve student wellbeing, inclusion and engagement
Target 3.1	By 2023 the percentage positive endorsement of students in Student Attitudes to School Survey for the factor Effective Classroom Behaviour will increase from 65% (2019) to 80% (2023).
Target 3.2	By 2023 the percentage positive endorsement by staff of the Staff Safety & Wellbeing module in the School Staff Survey will increase from 50% (2019) to 63% (2023).
Target 3.3	By 2023 the percentage positive endorsement of students in Student Attitudes to School Survey for the factor Teacher concern will increase from 72% (2019) to 82% (2023).
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Build capacity of staff to support positive student wellbeing, inclusion and engagement
Key Improvement Strategy 3.b Health and wellbeing	Develop and implement processes that ensure consistency of practice, communication and support for wellbeing across the school