

School Strategic Plan 2018-2022

Skye Primary School (1222)



Submitted for review by Jane Briffa (School Principal) on 18 December, 2018 at 01:23 PM
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Awaiting endorsement by School Council President

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| <p>School vision</p> | <p>All students at Skye Primary School will be literate, numerate, creative and socially responsible community members.</p> <p>Developing Literate Students – Literate students will be able to express thoughts, emotions and beliefs effectively through speech and writing. They can read fluently and can capably comprehend the author’s meaning and purpose. They understand and can utilise a wide variety of non-verbal communication strategies.</p> <p>Developing Numerate Students – Numerate students will develop understandings that are central to mathematical learning. This will allow students to transform knowledge to solve problems. Students develop into more efficient and effective learners that can quickly retrieve facts and use processes to solve real world challenges.</p> <p>Developing Creative Students – Creative students will be able to express their learning, thoughts and emotions in creative and novel ways. Students draw on their learning of literature, mathematics, science and the arts to inform opinions and beliefs. Creative student can challenge others in a proactive and appropriate manner.</p> <p>Developing Socially Responsible Students – Socially responsible students will always act in a manner makes the school community a better place. They will make ethical choices that improve their school, local or global environment. They will be able to live within the framework of “Think Globally act Locally”.</p> |
| <p>School values</p> | <p>The school will be developing a values statement collaboratively with the parents, staff and students as part of our PLC and School Wide Positive Behaviour focus in 2019.</p> <p>Values: Respect, Relationships, Resilience, Responsibility</p> <p>At Skye Primary School we</p> <ul style="list-style-type: none"> * show respect and care about the feelings and rights of others * create and maintain positive relationships * are resilient and work through challenges effectively * take responsibility for our learning , behaviour and school environment |
| <p>Context challenges</p> | <p>Key challenges include:</p> <ul style="list-style-type: none"> * Learning tasks are generally at a low level of cognitive demand and provide insufficient challenge. * Teachers believe that they require ongoing professional learning and support to improve efficacy. * Leadership maintaining a planned and strategic approach to implementing key improvement strategies including and evidence based, staged implementation and review. * Student voice not evident. * Teachers reporting a lack of continuity from team to team. * The systems in place to manage student behaviour consistently was deemed ineffective, particularly for tier 3 behaviours. * Teachers reported inconsistencies in how they applied consequences in the school’s code of conduct. * A lack of clarity and communication between leaders and staff regarding consequences and behaviour management plans. |
| <p>Intent, rationale and focus</p> | <p>All teachers have been provided with various professional development to build their knowledge of high-impact teaching strategies and agreed whole-school programs. The impact of this learning however has been reduced due to the absence of an on-going plan to support implementation into practice such as coaching, observation and feedback.</p> <p>An analysis of the school’s NAPLAN and school-based benchmarking data identified a high and increasing proportion of students in the bottom two bands of NAPLAN. Additionally, there was a high proportion of students demonstrating low to medium growth in reading and numeracy. The school’s Panorama report indicated lower growth compared to like-schools. Reading and numeracy were therefore identified as areas requiring focus for the next SSP.</p> <p>Survey data from staff, students and parents reported low levels of student motivation and engagement in challenging learning. Developing an aspirational and high achieving learning community was identified as an area requiring focus for the next SSP, particularly in the areas of raising expectations regarding student behaviour, motivation and achievement. Consistent processes to manage the behaviour and wellbeing of all students in order to provide a safe and secure learning environment will be a priority.</p> |

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| Goal 1 | To improve reading outcomes for all students |
| Target 1.1 | By 2021, the percentage of students achieving in the top 2 bands in NAPLAN reading will increase from 53% to 55% for year 3 and from 25% to 40% in year 5. By 2021, the percentage of students achieving in the bottom 2 bands in NAPLAN reading will decrease from 11 % to 5% for year 3 and from 30% to 15% in year 5. |
| Target 1.2 | By 2021, the percentage of Year 5 students (matched cohort) assessed as 'medium and high growth' in NAPLAN reading will increase from 64% to 75% |
| Target 1.3 | By 2021, the percentage positive response on the staff survey for <i>Teacher Efficacy</i> will increase from 53% to 75%. By 2021, the percentage positive response on the staff survey for <i>Academic Emphasis</i> will increase from 58% to 75%. |
| Key Improvement Strategy 1.ay Building practice excellence | Develop and embed a whole-school model for the teaching of reading. AIP Actions could include: Identify quality practice in the teaching of reading. Gain agreement on essential learnings for reading. |
| Key Improvement Strategy 1.by Building practice excellence | Develop a whole-school professional learning strategy to build the capacity of staff to implement the model with fidelity. AIP Actions could include: Provide opportunities for teachers to identify and observe high quality practice in the teaching of reading. Outline expectations for the implementation of high-impact strategies in reading. Develop protocols for observation and feedback to build |
| Key Improvement Strategy 1.cy Curriculum planning and assessment | Implement an agreed assessment program that triangulates data to assess and track progress of individual students and cohorts of students. |
| Key Improvement Strategy 1.dy Evidence-based high-impact teaching strategies | Develop protocols and embed practices for professional learning teams to review data and plan learning sequences and tasks that are differentiated and challenging for all students |
| Goal 2 | To improve numeracy outcomes for all students |
| Target 2.1 | By 2021, the percentage of students achieving in the top 2 bands in NAPLAN numeracy will increase from 26% to 55% for year 3 and from 20% to 40% in year 5. By 2021, the percentage of students achieving in the bottom 2 bands in NAPLAN numeracy will decrease from 9 % to 5% for year 3 and from 20% to 10% in year 5. |
| Target 2.2 | By 2021, the percentage of Year 5 students (matched cohort) assessed as 'medium and high growth' in NAPLAN numeracy will increase from 57% to 75%. |
| Target 2.3 | By 2021, the percentage positive response on the staff survey for <i>Teacher Efficacy</i> will increase from 53% to 75%. |

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| | By 2021 the percentage positive response on the staff survey for <i>Academic Emphasis</i> will increase from 58% to 75%. |
| Key Improvement Strategy 2.ay Building practice excellence | Build teacher capacity to plan and use rich learning tasks that require multiplicative thinking and reasoning. |
| Key Improvement Strategy 2.by Evidence-based high-impact teaching strategies | Build the capacity of teachers to utilise high impact teaching strategies: |
| Key Improvement Strategy 2.cy Evaluating impact on learning | Build data literacy for staff to plan differentiated teaching and learning and track learning growth. |
| Goal 3 | To build an aspirational and high achieving learning community. |
| Target 3.1 | By 2021, the percentage of positive response on the student survey for <i>Stimulating Learning</i> will be at or above 75%. By 2021, the percentage positive response on the student survey for <i>Learning Confidence</i> will be at or above 75%. By 2021, the percentage positive response on the student survey for <i>Student Safety</i> will be at or above 75%. |
| Target 3.2 | By 2021, the percentage positive response on the staff survey for <i>Shielding and Buffering</i> will increase from 61% to 78%. |
| Target 3.3 | By 2021, the percentage positive response on the parent survey for <i>Managing Bullying</i> will increase from 70% to 85%. |
| Key Improvement Strategy 3.ay Setting expectations and promoting inclusion | Develop a staged response to behaviour management in classrooms and the playground to address tier 1, 2 and 3 behaviours. |
| Key Improvement Strategy 3.by Health and wellbeing | Build teacher knowledge and skills to understand and cater for the wellbeing and engagement needs of all students. |
| Key Improvement Strategy 3.cy Setting expectations and promoting inclusion | Build a culture of high expectations for all students; one that builds student motivation and engagement in deep learning. |