

School Strategic Plan 2020-2024

Swan Hill North Primary School (4743)



Submitted for review by Campbell McKay (School Principal) on 16 July, 2020 at 09:20 AM

Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 16 July, 2020 at 10:46 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

Swan Hill North Primary School (4743)

School vision	Students, Teachers and Parents work together to support all students in building the knowledge and skills needed to achieve personal success and reach their academic and social potential.
School values	Our Values at a staff and student level are: the 3 R's - Respect, Resilience & Responsibility. We embrace the seven DET Values in our work: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. Our Schools Cultural Agreement Plan identifies how we as a staff work together, how we teach and how we maintain our high expectations of professional behaviour.
Context challenges	As a staff we are working on the 3 C's of Consistency, Collaboration and Capacity building. We believe in seeking consistency in our practice across the school and as such have aligned our curriculum, planning and instruction practises across classrooms. Maintaining and building up this work is central to our weekly focus. We know that having a united approach and working together makes us better. Therefore many of our meetings and structures are designed to support and embrace the benefits of collaboration. As we collaborate and share our skills, we build our collective capacity. When our whole staff team thrive and grow, so do our students.
Intent, rationale and focus	We want to continually get better at what we do, tweaking the work that do. Not making big changes, rather seeking to make well considered improvements to our work. As such we use the FISO Improvement Cycle to steer our thinking and check our progress.

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Goal 1	Students have agency in their learning.
Target 1.1	By 2023 the proportion of Year 4-6 students indicating positive endorsement of <i>Student voice and agency</i> in the Student Attitudes to School Survey will increase to 75 per cent from 70 per cent in 2019.
Target 1.2	By 2023 the proportion of staff indicating positive endorsement of <i>Promote ownership of learning goals</i> in the School Staff Survey will increase to 80 per cent from 73 per cent in 2019
Key Improvement Strategy 1.a Empowering students and building school pride	Enhance students' skills for accessing and using data to inform their learning progress
Key Improvement Strategy 1.b Empowering students and building school pride	Develop the capacity and structures that promote mutual feedback between students and teachers
Key Improvement Strategy 1.c Intellectual engagement and self-awareness	Enhance students' ability for setting and monitoring their own learning goals.
Goal 2	All students show at least one year's growth for one year's learning in literacy and numeracy.

Target 2.1	<p>By 2023 the percentage of students achieving medium or high relative learning growth in NAPLAN reading will increase</p> <ul style="list-style-type: none"> • for Year 3 to Year 5 matched cohort from 70 per cent in 2019 to 85 per cent • for Year 5 to Year 7 matched cohort from 80 per cent in 2019 to 85 per cent
Target 2.2	<p>By 2023 the proportion of students achieving medium or high relative growth in NAPLAN numeracy will increase</p> <ul style="list-style-type: none"> • For Year 3 to Year 5 matched cohort from 67 per cent in 2019 to 75 per cent • For Year 5 to Year 7 matched cohort maintained to at least 78 per cent
Target 2.3	<p>The average Effect Size as measured by PAT testing, December to December for Years 2 to 6 maintains or exceeds the 2019 averages of 0.75 for reading and 0.62 for mathematics.</p>
Key Improvement Strategy 2.a Evaluating impact on learning	<p>Embed teacher capacity to analyse data to drive student learning.</p>
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	<p>Enhance teacher capacity to differentiate student learning</p>
Key Improvement Strategy 2.c Evaluating impact on learning	<p>Enhance capacity for promoting feedback between teachers, between students and between teachers and students</p>
Goal 3	<p>All students are culturally and emotionally connected to school</p>

Target 3.1	<p>By 2023 the proportion of Year 4-6 students indicating positive endorsement in the Student Attitudes to School survey will increase for</p> <ul style="list-style-type: none"> • Sense of connectedness to 85 per cent from 78 per cent in 2019 • Sense of inclusion to 90 per cent from 87 per cent in 2019 • Respect for diversity to 85 per cent from 80 per cent in 2019
Target 3.2	<p>By 2023 the proportion of staff indicating positive endorsement in the School Staff Survey for <i>Parent and community involvement</i> will increase to 80 per cent from 76 per cent in 2019</p>
Target 3.3	<p>By 2023 the proportion of parents in the indicating positive endorsement in the Parent Opinion Survey for <i>Parent participation and involvement</i> will increase to 90 per cent from 85 per cent in 2019.</p>
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Enhance teacher capacity to deliver a positive education framework
Key Improvement Strategy 3.b Building communities	Develop collective capacity to promote Indigenous cultural learning and understanding within curriculum and extra-curricular
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Embed teacher capacity to promote positive behaviours
Key Improvement Strategy 3.d	<p>By 2023 the proportion of Year 4-6 students indicating positive endorsement of Motivation and interest in the Student Attitudes to School Survey will increase to 85 per cent from 83 per cent in 2019.</p>

Empowering students and building school pride	
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