

School Strategic Plan 2023-2027

Eynesbury Primary School (5311)



EYNESBURY
PRIMARY SCHOOL

Submitted for review by Phillip Coloca (School Principal) on 30 November, 2023 at 01:37 PM

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School Strategic Plan - 2023-2027

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School vision	<p>Students at Eynesbury Primary School will become creative and critical thinkers, empowered to positively impact both their school and their community and to take ownership over their own learning.</p> <p>They will work in partnership with their teachers to monitor their progress, identify their next point of challenge and collaborate positively with their peers.</p> <p>Eynesbury Primary School will maintain high expectations for all students, underpinned by an aspirational learning culture based on evidence, best practice and inclusion.</p>
School values	<p>Eynesbury Primary School's values are Excellence, Integrity, Community and Kindness:</p> <ul style="list-style-type: none">- We embrace high expectations for ourselves and our community and strive for excellence in all endeavours- We act according to our values, demonstrating integrity through honesty and trust in each other- We come together as a learning community of students, teachers and families in a way that represents the hopes and aspirations of the Eynesbury township- We demonstrate kindness towards each other and to ourselves
Context challenges	<p>As a recently founded school (2021), Eynesbury Primary School has focused significantly on developing a learning program that aims to drive each student towards academic excellence. With this, our foundational strategic plan, the challenge for the school over the course of the next four years is to utilise this plan as a launching point to ensure that excellence is pursued across all areas, benefitting each child academically, socially and emotionally.</p> <p>Along with the continued challenges of school establishment, it is likely that the EPS's enrolment base will grow significantly over this four year period. As such, the challenge over the course of this strategic planning cycle lies in the proactive development of school leadership function and capability to ensure that the significant progress we have made in improving student outcomes is sustained and driven further, that pedagogical expertise within the school is nurtured and developed and that our school framework is organised to enable continued improvement through additional focus on student wellbeing and engagement.</p> <p>The school will also look to continue to refine and evolve instructional and assessment practices in-line with the science of learning, building from a foundation of demonstrated success, particularly for early years students (Prep-Year 2). Finally, EPS will be included</p>

	<p>in the rollout of the Disability Inclusion Framework from 2024, the establishment of which will be prioritised over the course of this strategic plan.</p>
<p>Intent, rationale and focus</p>	<p>Since its foundation, Eynesbury Primary School has clearly articulated its desire to become a school known for the pursuit and enablement of academic excellence for all students. The school review process (2023) noted the significant gains the school had made in this area over the prior two years. As the school community matures, the opportunity exists to build on the progress made through the establishment process through continued development and refinement of our instruction and assessment programs, as well as through an emphasis on the whole child by way of development of a whole school wellbeing framework. Furthermore, ensuring that the school is positioned to meet the academic, social and behavioural needs of all students (particularly within the context of a rapidly diversifying enrolment base) is seen as a significant enabler of improved student outcomes.</p> <p>Several key areas have been identified through the school review process as areas of priority over the course of this strategic planning cycle. As mentioned previously, EPS will continue to emphasise learning achievement and growth. In doing so, we will prioritise improved fidelity and alignment of our assessment, curriculum plan and instructional practices. Building on work that has taken place in this space preceding the school review, the school will develop an aspirational professional learning plan designed to further develop the expertise of staff in instruction and assessment while evaluating the way in which we address the varying levels of understanding amongst our teaching and education support staff. Furthermore, the school will continue to focus on ensuring the learning needs of all students are addressed through the implementation of a rigorous MTSS (Multi-Tiered Systems of Support) Framework, enabled by a growing and diversified workforce.</p> <p>A significant area of focus within this strategic plan will be student wellbeing. While to some extent, this will be necessitated by the implementation of the aforementioned Disability Inclusion Framework, this is also seen as part of the school's natural evolution and is consistent on our developmental approach which emphasises rigour with regards to a limited number of improvement strategies that can be implemented with depth and purpose. As such, progress towards the building of our student wellbeing framework will feature the implementation of a PBiS (Positive Behaviour in Schools) approach that emphasises explicit instruction of pro-social behaviour, as well as the continued implementation of the DET Resilience, Rights and Respectful Relationships framework. Immediate priority will also be given to the area of improving student attendance, while EPS also plans to address student voice and agency through the development of student knowledge and awareness of how they learn in a way that will inform a genuine partnership between students and their teachers. Furthermore, significant work lies in the area of building student confidence, connectedness and identity.</p>

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Goal 1	Maximise learning growth for all students in literacy and numeracy.
Target 1.1	By 2027, increase the percentage of students in Year 5 attaining strong and exceeding proficiency in NAPLAN to 85%. 2023 baseline data: reading 71%, writing 83%, numeracy 75%.
Target 1.2	By 2027, increase the percentage of students in Year 3 attaining strong and exceeding proficiency in NAPLAN to 85%. 2023 baseline data: reading 63%, writing 84%, numeracy 63%.
Target 1.3	By 2027, increase the percentage of students achieving above expected standard (according to teacher judgments) to 60% in the 'Reading and Viewing' and 'Writing' domains, and to 50% across all Mathematics domains
Target 1.4	By 2027, increase the percentage of students who positively endorse the 'Stimulating Learning' AtoSS Factor to 80%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop the expertise of staff in research based and evidence informed practice in line with the school's pedagogical framework.

<p>Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Refine and embed the school curriculum, instruction and assessment program.
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Empower students to be agents in their own learning.
<p>Key Improvement Strategy 1.c</p>	

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Goal 2</p>	<p>To strengthen student identity, engagement and wellbeing.</p>
<p>Target 2.1</p>	<p>By 2027, reduce the percentage of students with 20 or more days absence from 51% (2022) to below 45%.</p>
<p>Target 2.2</p>	<p>By 2027, improve the percentage positive responses on the Attitudes to School Survey for the following measures:</p> <ul style="list-style-type: none"> • Resilience: By 2027, increase the percentage of students experiencing normal to high resilience from 57% (2022) to 68%. • Connectedness: By 2027, increase the percentage of positive endorsement from 70% (2022) to 80% or above. • Voice and Agency: By 2027, increase the percentage of positive endorsement from 54% (2022) to 70% or above. • Inclusion: By 2027, increase the percentage of positive endorsement from 82% (2022) to 87% or above.

Target 2.3	By 2027, increase the percentage of positive endorsement for the factor <i>use student feedback to improve practice</i> from 24% (2022) to 70% or above.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to improving student attendance.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a school wide strategy to support students' sense of confidence, connectedness and identity.
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a	

positive, safe and orderly learning environment	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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