

School Strategic Plan 2019-2022

Frankston Primary School (1464)



Submitted for review by Renee Kennedy (School Principal) on 14 March, 2019 at 12:31 PM

Endorsed by Michael Devine (Senior Education Improvement Leader) on 09 April, 2019 at 02:12 PM

Endorsed by Chad Wilson (School Council President) on 16 May, 2019 at 12:58 PM

School Strategic Plan - 2019-2022

Frankston Primary School (1464)

School vision	<p>A school striving for educational excellence – empowering our students to achieve their personal best in an inclusive, supportive and caring environment.</p> <p>Mission Statement:</p> <ul style="list-style-type: none">• Build a school community formed through strong positive relationships• Connect with our community through communication, engagement and participation• Activate student learning through high level literacy and numeracy skills• Develop student’s personal and social capabilities and emotional resilience• Inspire student achievement and creativity through a breadth of program and experiences <p>To place our students in the best possible position for their future.</p>
School values	<p>Community Engage, unite and connect together as students, teachers, parents and carers to ensure a happy and safe learning environment – within a culture of ‘We are Friends Learning Together’.</p> <p>Aspire Strive to achieve through setting goals, effort, commitment and focus.</p> <p>Positivity Growth / Positive Mind Set – approaching all activities with self-confidence and to try your best at all times.</p> <p>Respect Show care and concern for other people, property and the environment. Developing a sense of pride, self-esteem and personal identity.</p> <p>Resilience The ability to cope and thrive in the face of difficulties, challenges or adversity.</p> <p>Empathy Establishing relationships and friendships based on understanding, respect and trust.</p>

	Understanding and consideration of other people's thoughts and feelings.
Context challenges	<p>The School Review undertaken in 2018 highlighted a number of areas moving forward for our school:</p> <ul style="list-style-type: none"> • The panel acknowledged the school's achievement of 80% or more students achieving medium to high learning growth in NAPLAN Reading, Writing, Numeracy, Spelling and Grammar and Punctuation. However concluded that although there were elements of an instructional model demonstrated, the school should focus on developing a consistent whole school Instructional Model P - 6 in order to increase the number of students achieving in the high levels of growth, and to maintain the percentage of students achieving in the top two bands between Year 3 and Year 5. • Whilst there was some evidence of assessment practices across the school, a need was identified to enhance teacher data literacy skills and review and implement a consistent whole school approach to collecting, analysing and interpreting data in order to differentiate and deliver point of need teaching and maximise student learning growth. • It was widely agreed that the school was supportive and caring and committed to creating an environment where students could feel connected, as highlighted in the school's highly positive Attitudes to School data. Panel discussions highlighted a challenge for the school in investigating current evidence-based wellbeing practices, and to ensure a school wide best practice approach. • An examination of student attendance data found that of the strategies put in place to improve attendance in the previous School Strategic Plan, they were not effective. Panel discussions highlighted the impact of family holidays, absences in relation to DHHS involvement, family living arrangements and a general culture of days off as acceptable, were all contributors to the student absence data being well below Similar School and State data. The panel noted a strong need for the development a school attendance policy outlining clear and active strategies to improve student attendance. • School Review processes highlighted a strong sense of community within the school where parents, teachers and students are equally valued and acknowledge. The Panel recognised that the Parent Opinion Survey reflects a very high level of overall Parent Satisfaction, however the panel discussed reflections from both staff and parents to focus on activating and building further ways to increase community engagement and to promote educational partnerships between school and home. • The School Review identified that the school had a highly popular and engaging current Cultural Studies program, however the challenge forward was for the school to work towards a Language Program with a qualified Language Teacher.

Intent, rationale and focus

Intent

- To improve student Reading, Writing and Numeracy outcomes for all students.

Rationale

- NAPLAN data indicates there should be a strong focus on improving student achievement, particularly increasing the number of students achieving high relative growth and maintaining student achievement in the top two bands from Year 3 to Year 5.

Focus - Excellence in Teaching and Learning

- Curriculum Planning and Assessment
- Building Practice Excellence
- Evidence-based High Impact Teaching Strategies

Intent

- To improve student and community engagement

Rationale

- If there is a whole school evidence-based approach to student wellbeing and active strategic approach to building student attendance, then student engagement will improve.
- If a positive and collaborative environment is built with parents and carers as active, involved partners, then student engagement and attendance will improve.

Focus - Community Engagement in Learning

- Building Communities
- Parents and Carers as Partners

Intent

- To improve Language Learning outcomes for all students

Rationale

- If students have access to learn a language their understandings and experiences will broaden opportunities in their future.

Focus - Excellence in Teaching and Learning

- Curriculum Planning and Assessment
- Building Practice Excellence

Strategic Plan - 2019-2022

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Goal 1	Improve reading, writing and numeracy outcomes for all students.
Target 1.1	<ul style="list-style-type: none">• By 2022, the percentage of Year 5 students making high relative NAPLAN growth in reading will be at or above 25 per cent.• By 2022, the percentage of students making high relative NAPLAN growth in writing will be at or above 25 per cent.• By 2022, the percentage of students making high relative NAPLAN growth in numeracy will be at or above 25 per cent.
Target 1.2	<ul style="list-style-type: none">• By 2022, the percentage of students assessed in the top two bands of NAPLAN reading, will be 55 per cent or higher for Year 3 and 35 per cent or higher for Year 5.• By 2022, the percentage of students assessed in the top two bands of NAPLAN writing, will be 55 per cent or higher for Year 3 and 25 per cent or higher for Year 5.• By 2022, the percentage of students assessed in the top two bands of NAPLAN numeracy, will be 30 per cent or higher for Year 3 and 35 per cent or higher for Year 5.
Target 1.3	<ul style="list-style-type: none">• By 2022, the percentage of F-6 students assessed at or above the expected level in reading and viewing will be at or above the 2018 benchmark.• By 2022, the percentage of F-6 students assessed at or above the expected level in writing will be at or above the 2018 benchmark.• By 2022, the percentage of F-6 students assessed at or above the expected level in all three Maths Strands will be at or above the 2018 benchmark.

Target 1.4	<ul style="list-style-type: none"> • Reading: PAT testing target (to be finalised by the school) • Numeracy: PAT testing target (to be finalised by the school)
Key Improvement Strategy 1.a Building practice excellence	Develop and embed a whole school evidenced-based instructional model for reading, writing and numeracy.
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data in order to inform planning and promote the teaching of students at their point of need.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build teacher capacity through the development of a whole school peer observation, coaching
Goal 2	To improve student engagement.
Target 2.1	By 2022, the average number of absence days per student will be less than the school's 2015 – 2017 average of 17.14 absence days per student.
Target 2.2	By 2022, the Parent Opinion Survey score for 'Parent Participation and Involvement' will be at or above a 75 per cent approval rating.
Target 2.3	By 2022, the Parent Opinion Survey score for 'Teacher Communication' will be at or above an 85 per cent approval rating.
Key Improvement Strategy 2.a	Develop a school attendance policy outlining clear strategies to improve student attendance.

Setting expectations and promoting inclusion	
Key Improvement Strategy 2.b Health and wellbeing	Review, develop, implement and monitor consistent whole school student wellbeing approaches.
Key Improvement Strategy 2.c Parents and carers as partners	Develop a 'parent as partners' plan (or similar), focusing on improved communication, engagement and parent participation.
Goal 3	To improve Language Learning outcomes for all students through a Language Program.
Target 3.1	Language Program to be staffed through a qualified Language Teacher.
Key Improvement Strategy 3.a Building practice excellence	Develop a school Language Program through a qualified Language Teacher.