

School Strategic Plan 2021-2025

Eastbourne Primary School (5133)



Submitted for review by Jodie Hornsby (School Principal) on 31 December, 2021 at 10:57 AM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 08 February, 2022 at 02:41 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2021-2025

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School vision	<p>Eastbourne Primary School enhances children’s progress by providing an engaging, personalised learning approach through promoting a positive, inclusive and safe environment, building respectful relationships and collaboration to achieve growth for all members of our school community.</p> <p>We are an organisation that gets involved and works with, for and as part of the community. We are an organisation who are a strong advocate and leader for supporting, developing and working on community concerns and we are a place that community groups can rely on to use our facilities. We are a place which agencies and organisations feel confident recommending to families coming into the area, a place where outside agencies feel welcomed and become more than a part of the school, but also invest heavily in the school.</p> <p>As a school, we want our students to leave us with the skills (academic and social/emotional) to be successful in life and feel connected to their community. We want our students to be inspired to contribute to their community in a meaningful way through sport, recreation, employment and other community activities. We want Eastbourne kids to remember the great times they had at Eastbourne Primary School.</p>
School values	<p>Eastbourne Primary School’s values are: Learning, Collaboration, Respect, Community</p>
Context challenges	<p>Our current challenges are: Student backgrounds - social profile is white Caucasian, low socio-economic, generational poverty. We have a parenting body who can be difficult to engage, some of whom don’t prioritise education. We have an increasing number of students coming to school not ready (with poor oral language, poor self regulation) Attendance is an issue we continue to work hard on but we are frustrated by the lack of improvement in this area despite working through many strategies. We have an increasing number of students with disabilities, trauma, behavioural issues. we have a declining school population partly dues to a stigma in local community.</p>

	<p>Physical environment – our school buildings oldest in the area and we are surrounded by brand new schools. Spending money on maintenance is ongoing. It has an impact in a range of ways.</p>
<p>Intent, rationale and focus</p>	<p>Intent - At Eastbourne Primary School, we are trying to achieve improved student outcomes for our students in literacy and numeracy. We are working towards improved student engagement by developing student voice and agency in learning. Our wellbeing program is exemplary and we aim to continue to develop and maintain our focus on wellbeing outcomes for our school community.</p> <p>Rationale - Improved student outcomes in literacy and numeracy: An analysis of the school's NAPLAN top two band data and relative growth data identified a high proportion of students demonstrating low to medium achievement and growth in literacy and numeracy. Improving learning outcomes in literacy and numeracy was therefore identified as an area requiring continued focus for the next School Strategic Plan.</p> <p>Student engagement: The school's Attitude To School Survey data for student voice and agency was lower than most other variables. Classroom observations, parent, teacher and student focus groups identified a deeper understanding of student voice and learner agency was required. The Review Panel agreed this was an area requiring focus for the next SSP.</p> <p>Improved wellbeing outcomes: Staff, student and parent focus groups identified an explicit focus on student health and wellbeing indicating that Eastbourne was in the excelling stage. The Panel agreed that a continued focus on student health and wellbeing was a key direction for the next SSP.</p> <p>Focus - We will prioritise: - building the staff capability to use agreed PLC processes to plan for improvement in teaching and learning using data (year 1 – AIP 2022) - developing staff curriculum knowledge and capability to consistently implement the agreed Instructional Model (year 1 – AIP 2022) - develop a whole school understanding of student voice and learner agency and what this looks like in learning. (year 1 – AIP 2022) - embedding whole school programs and practices to ensure students have social and emotional readiness to learn. (year 1 – AIP 2022)</p> <p>In the following years, we will: - develop staff capability by expanding PLC leadership opportunities. - embed the EPS Instructional Model</p>

- build teacher capability to use data, feedback and a range of assessment strategies
- develop consistent approach to designing instruction that differentiates learning through PLCs
- increase opportunities for student voice and learner agency
- build teacher capacity to embed the high impact teaching strategies that support student voice and learner agency.
- embed a high expectations culture of learning, wellbeing and inclusion.
- embed teacher capacity to implement appropriate and timely interventions and adjustments to meet all students' needs

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Goal 1	Improve the learning outcomes for every student in literacy and numeracy.
Target 1.1	By 2025, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN numeracy from 15 per cent (2021) to 30 per cent.
Target 1.2	By 2025, increase the percentage of Year 5 students in the top two bands of: <ul style="list-style-type: none">• reading from 23 per cent (2021) to 31 per cent• writing from 2 per cent (2021) to 12 per cent• numeracy from 13 per cent (2021) to 25 per cent
Target 1.3	By 2025, increase the averaged percentage of Year 1 – 6 students achieving at or above expected growth according to teacher judgment: <ul style="list-style-type: none">• Reading and viewing from 55 per cent (2019/2021) to 70 per cent• Writing from 38.5 (2019/2021) per cent to 60 per cent• Number and algebra from 43 per cent (2019/2021) to 60 per cent.

Target 1.4	<p>By 2025, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 61 per cent (2021) to 70 per cent • Collective efficacy from 65 per cent (2021) to 75 per cent • Teacher collaboration from 78 per cent (2021) to 85 per cent • Use pedagogical model from 64 per cent (2021) to 70 per cent.
Key Improvement Strategy 1.a Instructional and shared leadership	Build staff capability to lead improvements in teaching and learning through embedding the PLC approach.
Key Improvement Strategy 1.b Building practice excellence	Develop staff curriculum knowledge and capability and consistently deliver this through the agreed instructional model.
Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher capability to use data, feedback and a range of assessment strategies to design instruction that differentiates learning.
Goal 2	Improve student voice and learner agency in all areas of the curriculum.
Target 2.1	<p>By 2025, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 77 per cent to 85 per cent • Student voice and agency from 78 per cent to 86 per cent • Differentiated learning challenge 86 per cent to 90 per cent.

Target 2.2	<p>By 2025, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 83 per cent to 88 per cent • Understand formative assessment from 78 per cent to 86 per cent • Monitor effectiveness using data from 83 per cent to 87 per cent.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a whole school understanding of student voice and learner agency and what this looks like in learning.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build teacher capacity to embed the high impact teaching strategies that support student voice and learner agency.
Goal 3	Improve wellbeing outcomes for every student.
Target 3.1	<p>Decrease the percentage of Foundation to Year 6 students who are absent for:</p> <ul style="list-style-type: none"> • 20 to 29.5 days from 10 per cent to 8 per cent • 30 plus days from 25 per cent to 21 per cent.
Target 3.2	By 2025, improve the positive endorsement on the AToSS for the following factors:

	<ul style="list-style-type: none"> • Effective classroom behaviour from 82 per cent to 85 per cent • Sense of confidence from 80 per cent to 85 per cent • Emotional awareness and regulation from 70 per cent to 80 per cent • Life satisfaction from 73 per cent to 81 per cent • Resilience from 82 per cent to 85 per cent.
<p>Key Improvement Strategy 3.a Health and wellbeing</p>	<p>Embed a high expectations culture of learning, wellbeing and inclusion.</p>
<p>Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies</p>	<p>Build the capability of all staff to implement appropriate and timely interventions and adjustments to meet all students' needs.</p>
<p>Key Improvement Strategy 3.c Health and wellbeing</p>	<p>Embed whole school programs and practices to ensure students have social and emotional readiness to learn.</p>