

# School Strategic Plan 2019-2023

Sunbury Primary School (1002)



Submitted for review by Amanda Busuttil (School Principal) on 28 November, 2019 at 11:22 PM

Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 29 November, 2019 at 11:18 AM

Endorsed by Mark Houston (School Council President) on 08 April, 2021 at 07:21 PM

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<b>School vision</b>	At Sunbury Primary School, all students are empowered to learn and achieve, engaging in collaborative learning opportunities that foster curiosity, creativity and critical thinking. Students actively seek out challenges and view obstacles as opportunities to learn and grow in the pursuit of personal excellence. Our students experience a strong sense of connectedness with self, others and our communities, contributing to shaping the world around them.
<b>School values</b>	Teachers work within Professional Learning Communities with a focus on improving student outcomes through collaborative practices, reflection and feedback. Within the Action Inquiry Cycle teams diagnose student learning needs to plan, implement and evaluate teaching responses to an identified problem of practice. PLCs at Sunbury Primary School are focused on continuous improvement by linking the learning needs of students with the professional learning and practices of teachers. Team-based coaching is in place to support identified key improvement strategies and is focused on building the capacity of educators and promoting collective efficacy.
<b>Context challenges</b>	<p>The capacity to analyse data effectively to provide for a personalised curriculum, was varied in quality and effectiveness, but agreed, improved assessment practices positively impacted higher levels of student achievement for both literacy and numeracy. Review fieldwork also noted that the commitment to improve protocols for data analysis within teams had impacted positively on the capacity of staff to collaborate to analyse data, however, this is still emerging practice. Inconsistencies in data literacy levels across teams impacted the capacity of staff to analyse data effectively to provide for a differentiated curriculum. There is considerable scope to build on the practice of peer observations within the coaching model.</p> <p>Classroom observations and review Panel analysis, agreed that an instructional framework was evident but not clearly implemented in all classrooms, resulting in a level of inconsistency of instruction across year levels. The Panel found this impacted the effectiveness, and hindered implementation of instruction. Classroom observations and review panel analysis, also suggested teachers' adoption of common instructional practices for both literacy and numeracy, was inconsistent, and hindered teachers to effectively cater for the needs of all students. Attempts at differentiation to cater for individual student needs were varied in quality and effectiveness, and is an emerging practice for the school, therefore it will be important to strengthen data literacy practices.</p> <p>Writing moderation whilst evident on the assessment schedule, was not always effectively used by the school to collectively assess student writing, and variance in teachers' understanding about the broad span of components required to successfully assess student writing, contributed to a level of inconsistency in writing instruction. Over the next four years writing will become an area of focus for the school.</p>

	<p>Classroom observations indicated that feedback and reflection practices, though evident in classrooms at some level, were not always clearly understood or utilised effectively by all teachers and are still an emerging practice. Panel discussion confirmed there was limited student voice in the construction of success criteria prior to the commencement of a unit of work, and the setting of personal learning goals was often not precise or accurate enough to be actionable. This restricted the potential to engage students in critically thinking about their learning and to effectively pursue self-directed learning. Not all students are able to articulate their learning goals, and the strategies to support students to set authentic learning goals is not always wholly effective. This restricted the potential to engage students in stimulating, and improved self-directed learning. There is also considerable scope for inquiry learning to be expanded giving students a greater say in their learning, and would support students to review, reflect on, and refine their understandings at various points in the learning sequence. Additional evidence (including the PIVOT survey results) indicates that our current Year 5 male students experience poor engagement levels - this is consistent with AToSS results and may be a contributing factor to a significant decline in NAPLAN results for 2019.</p>
<p><b>Intent, rationale and focus</b></p>	<p>An analysis of the school's NAPLAN and school-based benchmarking data identified lower growth compared to like-schools in both numeracy and writing. These were therefore identified as areas requiring focus in order to improve student outcomes in these areas.</p> <p>Teachers' understanding and implementation of explicit teaching, the instructional model and differentiation was inconsistent and therefore also identified as an area for improvement.</p> <p>Analysis of school practices indicated that opportunities for greater collaboration and distributive leadership were beginning to be explored and a whole school vision for having a personal and collective responsibility for improving students' outcomes was becoming clearer, but would benefit from a consolidated focus as well as the use of evidence-based data, deepening instructional coaching, and the use of feedback techniques.</p> <p>An analysis of the school's structures and processes to enable students to be confident and motivated learners, identified feedback and reflection strategies to support students, were inconsistently understood and implemented across the school, and was emerging practice. Collaboratively developing partnerships between staff and students to provide opportunities for student leadership and agency will be a focus.</p> <p>Differentiation is needed to be more clearly understood and implemented in more depth, as the purposeful focus for PLCs was not consistent at all year levels, and inconsistencies in data literacy levels across teams impacted the capacity of staff to analyse data effectively to provide for a differentiated curriculum. An inquiry into which practices support the development strategies aimed at teaching to each student's point of need, enabling increased student voice and agency were identified as priority foci.</p> <p>Due to these findings, it is important that we focus on these areas with a lens on building practice excellence and positive climate for learning to improve student outcomes.</p>



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<b>Goal 1</b>	To improve the learning growth of every student with a particular focus on writing.
<b>Target 1.1</b>	By 2023, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in writing (Year 3 from 62 to 68%, Year 5 from 15 to 25%).
<b>Target 1.2</b>	By 2023 the percentage of Year 5 students meeting or above benchmark growth in NAPLAN writing to be (from 68% to 80%).
<b>Target 1.3</b>	95% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to: <ul style="list-style-type: none"> <li>• be at or above their age appropriate Level of learning for Writing</li> <li>• make at least one Level of learning progress in each school year during the SSP period in Writing</li> </ul>
<b>Target 1.4</b>	By 2023, improve the percentage of positive endorsement on SSS <i>school climate</i> module score for the component, <i>collaboration, collective efficacy</i> – increase from 69% to 85% or higher on average over the four years of the SSP.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	To work as an evidence informed professional learning community to use rigorous assessment practices that inform teaching and learning and drive professional practice improvement

<b>Key Improvement Strategy 1.b</b> Building leadership teams	Build the capacity of middle level leaders to embed a culture of collective responsibility and collaboration to drive improvements in student learning
<b>Goal 2</b>	To improve the learning growth of every student with a particular focus on numeracy
<b>Target 2.1</b>	By 2023, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in numeracy (Year 3 from 44% to 48%, Year 5 from 20% to 31%).
<b>Target 2.2</b>	By 2023 the percentage of Year 5 students meeting or above benchmark growth in NAPLAN numeracy to be (from 75% to 85%).
<b>Target 2.3</b>	95% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to: <ul style="list-style-type: none"> <li>• be at or above their age appropriate Level of learning for Number and Algebra</li> <li>• make at least one Level of learning progress in each school year during the SSP period in Number and Algebra</li> </ul>
<b>Target 2.4</b>	By 2023, improve the percentage of positive endorsement on SSS <i>school climate</i> module score for the component, <i>collaboration, collective efficacy</i> – increase from 69% to 85% or higher on average over the four years of the SSP.
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build the capacity of all teaching staff to use evidence-based strategies, in alignment with an agreed instructional model, to drive improved professional practice and to use data to teach to a student's point of learning.
<b>Key Improvement Strategy 2.b</b> Building leadership teams	2. Build the capacity of middle level leaders to embed a culture of collective responsibility and collaboration to drive improvements in student learning.

<b>Goal 3</b>	To improve student voice and agency
<b>Target 3.1</b>	<p>By 2023 increase the percentage of positive endorsement for the <i>Social Engagement</i> factors of:</p> <ul style="list-style-type: none"> <li>• <i>student agency and voice from 54% to 75%</i></li> <li>• <i>learning confidence from 73% to 85%</i></li> <li>• <i>stimulating learning from 66% to 85%</i></li> <li>• <i>setting goals from 83% to 92%</i></li> </ul> <p>on the 4-6 Student Attitudes to School Survey</p>
<b>Target 3.2</b>	<p>By 2023 increase the percentage of positive endorsement for factors of</p> <ul style="list-style-type: none"> <li>• <i>student agency and voice from 78% to 86%</i></li> <li>• <i>student cognitive engagement factors from 80% to 88%</i></li> </ul> <p>on the Parent Opinion Survey on average over the four years of the SSP.</p>
<b>Target 3.3</b>	<p>By 2023, improve the percentage of positive endorsement on Staff Opinion Survey <i>teaching &amp; learning - evaluation</i> module score for the component, <i>use student feedback to inform teaching practice – increase from 68% to 75% or higher</i> on average over the four years of the SSP.</p>
<b>Target 3.4</b>	<p>By 2023, average absence will reduce from 14 days (2019) to 12 days (2023).</p>

<p><b>Key Improvement Strategy 3.a</b> Empowering students and building school pride</p>	<p>1. Build teacher capacity to have a consistent understanding of, and to embed opportunities for student agency and voice.</p>
<p><b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness</p>	<p>2. Empower students to collaborate with adults and peers to direct and take responsibility for their learning, creating self-regulating learners (assessment capable learners).</p>
<p><b>Key Improvement Strategy 3.c</b> Building communities</p>	<p>3. Build school capacity to collaborate in learning partnerships both within and beyond the school community.</p>