

# School Strategic Plan 2021-2025

Jindivick Primary School (1951)



Submitted for review by Wendy Arnott (School Principal) on 26 February, 2022 at 12:16 PM

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# School Strategic Plan - 2021-2025

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<p><b>School vision</b></p>	<p>The children of Jindivick Primary School are our future. We are dedicated to their success. Jindivick's motto of 'Caring, Sharing, Learning' describes the fundamental behaviours for staff, students and parents to build a safe, positive and nurturing school environment that enables all students to achieve to their full potential: academically, socially, physically and emotionally.</p>
<p><b>School values</b></p>	<p>Jindivick Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Jindivick Primary School has a zero tolerance for child abuse. Our values focus is based on the 'Five C's' philosophy:</p> <ul style="list-style-type: none"> <li>. Care</li> <li>. Courtesy</li> <li>. Consideration</li> <li>. Cooperation</li> <li>. Commonsense.</li> </ul>
<p><b>Context challenges</b></p>	<p>From our self-evaluation and review, our school's key challenges are:</p> <ul style="list-style-type: none"> <li>* Ensuring that students show consistent benchmark growth from F-6. A consistent pattern of declining benchmark growth from Year 3 - 5 was noted in our Review.</li> <li>* Ensuring that the percentage of students in the top two Naplan bands in Numeracy, Reading and Writing is consistent from Year 3 to Year 5. Naplan data showed that the percentage of students in the top two bands in Numeracy, Reading and Writing declined from Year 3 to Year 5.</li> <li>* Jindivick has no specific cohorts other than ensuring our high ability students continue to show consistent growth</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>At Jindivick Primary School we intend to uphold our vision and statement of values, '...to build a safe, positive and nurturing school environment that enables all students to achieve to their full potential: academically, socially, physically and emotionally,' and 'Jindivick Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.'</p> <p>Given the findings from our self-evaluation and review, we need to re-focus on 'enabling all students to achieve to their full potential' and 'committing to a environment where our students voices are heard about decisions that affect their lives'.</p> <p>Data has shown that student learning growth from years 3 - 6 has been dropping away from positive growth from years F - 2,</p>

therefore, learning growth for all students will be a priority focus for the next four years. Data has also shown that even though our students are highly connected and engaged they have not achieved the expected learning growth from Year 3–5. Data obtained from teachers and students indicated that a consistent focus on feedback and provision of tools and strategies to extend student learning, was required, therefore increasing our students' capacity to be active, independent, self-directed learners' will be a priority focus over the next four years. Our students need to be taught how to think about their own learning, become more aware of the learning process and gain more control over their learning. This in turn will enhance motivation and engagement and improve learning.

#### 4 Year Plan

##### 2022

- \* Establish two PLTs: P - 2 and 3 - 6.
- \* The timetable will be developed to ensure that the PLT teams have 2 hours of uninterrupted meeting time every week. This will allow the building of strong staff collaboration, the time to analyse data to inform planning for differentiated teaching and learning, and the capacity to deliver point of need teaching,
- \* Begin working towards an agreed 'School Wide Instructional Model'.
- \* Review our Whole School Assessment Schedule
- \* Develop a school-wide survey for students and parents, to gather baseline data on attitudes about learning, strengths, weaknesses, likes, dislikes, special interests, feelings, motivations etc.
- \* Develop leader and teacher understandings, on student voice and agency.
- \* Establish a whole school PLC focussed on Numeracy
- \* Establish a whole school PLC focussed on Spelling

##### 2023

- \* Review data, and continue to build the effectiveness of our two PLTs: P - 2 and 3
- \* Identify areas that need professional learning from data collected from two PLT's, ie. staff collaboration, analysing data, differentiated teaching
- \* Continue to refine an agreed 'School Wide Instructional Model'.
- \* Refine Whole School Assessment Schedule if required
- \* Analyse NAPLAN and Teacher Judgement data to monitor the three targets for Goal 1 of the Strategic Plan and develop strategies for continuous improvement
- \* Repeat school-wide survey for students and parents, to gather data on any changes
- \* Analyse data from AToS, Staff and Parent surveys to monitor the 2 targets for Goal 2 of the Strategic Plan and develop strategies for continuous improvement
- \* Develop leader and teacher understandings, on how to create the conditions, attitudes and learning environments that are conducive to students voice, agency and leadership
- \* Focus on developing leader and teacher understandings on feedback - giving, receiving and acting on feedback for students and teachers

- \* Develop school-wide tools and strategies that enable students to willingly manage and extend their learning.
- \* Continue a whole school PLC focussed on Numeracy
- \* Continue a whole school PLC focussed on Spelling or move to Writing if need be, using data to monitor effectiveness and develop further strategies for continuous improvement

#### 2024

- \* Review data, and continue to build the effectiveness of our two PLTs: P - 2 and 3 - 6.
- \* Identify areas that need professional learning from data collected from two PLT's in the third year of the Strategic Plan
- \* School Wide Instructional Model established
- \* Refine Whole School Assessment Schedule if required
- \* Analyse NAPLAN and Teacher Judgement data to monitor the three targets for Goal 1 of the Strategic Plan and develop strategies for continuous improvement
- \* Repeat school-wide survey for students and parents, to gather data on any changes and develop strategies for continuous improvement
- \* Analyse data from AToS, Staff and Parent surveys to monitor the 2 targets for Goal 2 of the Strategic Plan and develop strategies for continuous improvement
- \* Evaluate whether the giving, receiving and acting on feedback for students and teachers is becoming embedded practice
- \* Continued focus on developing school-wide tools and strategies that enable students to willingly manage and extend their learning.
- \* Continue a whole school PLC focussed on Numeracy, using data to monitor effectiveness and develop further strategies for continuous improvement
- \* Continue a whole school PLC focussed on Writing, using data to monitor effectiveness and develop further strategies for continuous improvement

#### 2025

- \* Review data, and continue to build the effectiveness of our two PLTs: P - 2 and 3 - 6.
- \* Identify areas that need professional learning from data collected to inform continuous improvement from two PLT's in the final year of our Strategic Plan
- \* School Wide Instructional Model established
- \* Refine Whole School Assessment Schedule if required
- \* Analyse NAPLAN and Teacher Judgement data to monitor the three targets for Goal 1 of the Strategic Plan and develop strategies for continuous improvement
- \* Repeat school-wide survey for students and parents, to gather data on any changes and develop strategies for continuous improvement
- \* Analyse data from AToS, Staff and Parent surveys to monitor the 2 targets for Goal 2 of the Strategic Plan and develop strategies

for continuous improvement

- \* Evaluate whether the giving, receiving and acting on feedback for students and teachers is embedded practice
- \* Continue a whole school PLC focussed on Numeracy, using data to monitor effectiveness and develop further strategies for continuous improvement
- \* Continue a whole school PLC focussed on Writing, using data to monitor effectiveness and develop further strategies for continuous improvement

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<b>Goal 1</b>	Maximise student learning growth in numeracy and literacy.
<b>Target 1.1</b>	<p>By 2025, improve the percentage of students - Yr 1 - 6, achieving above expected benchmark in NAPLAN data across the final three years of the SSP:</p> <ul style="list-style-type: none"><li>• Reading from 17% (2021) to 31%</li><li>• Writing from 17% (2021) to 21%</li><li>• Numeracy from 0% (2021) to 22%</li></ul>
<b>Target 1.2</b>	<p>By 2025, improve the percentage of students from Yr 1 - 6, achieving above expected level (Teacher Judgement).</p> <ul style="list-style-type: none"><li>• Reading and Viewing from 29% (2018 - 2020) to 40%</li><li>• Writing from 19% ((2018 - 2021) to 25%</li><li>• Number and Algebra from 30% (2018 - 2021) to 40%</li></ul>
<b>Target 1.3</b>	<p>By 2025 the percentage of Year 5 students in the top two NAPLAN bands, across the final three years of the SSP be:</p> <ul style="list-style-type: none"><li>• Reading and Viewing from 52% (2018 - 2021) to 55% or above</li><li>• Writing from 20% (2018 - 2021) to 25% or above</li><li>• Numeracy 38% (2018 - 2021) to 40% or above</li></ul>

<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop staff capacity to collect, analyse and use data to ensure differentiated teaching and learning.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Use Professional Learning Teams (PLTs) to build staff collaboration and capacity to deliver point of need teaching.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Embed a school wide instructional model.
<b>Goal 2</b>	Increase students' capacity to be active, independent, self-directed learners.
<b>Target 2.1</b>	By 2025 increase the positive endorsements for AToSS factors: <ul style="list-style-type: none"> <li>• Stimulated learning from 85% (2018 - 2021) to 90% or above</li> <li>• Voice and agency from 68% (2018 - 2021) to 75% or above</li> <li>• Self-regulation and goal setting from 94% (2018 - 2021) to 95% or above.</li> </ul>
<b>Target 2.2</b>	By 2025 increase the positive endorsements for SSS factors: <ul style="list-style-type: none"> <li>• Professional learning through peer observation from 80% (2018 - 2021) to 90% or above</li> <li>• Time to share pedagogical knowledge from 80% (2018 - 2021) to 90% or above.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Teachers provide tools and strategies that enable students to willingly manage and extend their learning.

**Key Improvement Strategy 2.b**  
Intellectual engagement and self-awareness

Promote student agency through students and staff giving, receiving and acting on feedback.