

School Strategic Plan 2018-2022

Sherbourne Primary School (5013)



Submitted for review by Maree Seymour (School Principal) on 17 February, 2019 at 03:14 PM

Endorsed by Clare Read (Senior Education Improvement Leader) on 19 March, 2019 at 09:16 AM

Endorsed by Mark Phillips (School Council President) on 26 March, 2019 at 09:45 PM

School Strategic Plan - 2018-2022

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| School vision | Sherbourne Primary School's objective is to enable all students to be literate, numerate and curious with a love of learning and the skills to pursue this. We aim to develop articulate, collaborative and compassionate community members who care about the environment and each other. |
| School values | <p>Sherbourne Primary School's values are Respect, Responsibility, Teamwork and Learning.</p> <p>Sherbourne Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>VISION To be recognized as a leader in educational excellence, creating a better world of learning for all.</p> <p>MISSION: At Sherbourne our mission is to provide a positive learning environment:</p> <ul style="list-style-type: none">• Engaging learners in motivating and challenging programs that are fun and enjoyable• Ensuring our children are safe and happy• Operating within a spirit of teamwork, co-operation and in partnership with the community• Delivering quality, well planned and evaluated learning• Maximizing the opportunities for all individuals to achieve and succeed <p>OBJECTIVE Sherbourne Primary School's objective is to enable all students to be literate, numerate and curious with a love of learning and the skills to pursue this. We aim to develop articulate, collaborative and compassionate community members who care about the environment and each other.</p> <p>VALUES Sherbourne Primary School's values are Respect, Responsibility, Teamwork and Learning. Sherbourne Primary School provides a friendly and caring environment that enhances learning, personal growth and wellbeing for all students in our care; we create a stimulating and supportive environment for all teachers and staff; and we assist, inform and involve our parents.</p> <p>RESPECT</p> <ul style="list-style-type: none">• Treat others how you would like to be treated. |

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| | <ul style="list-style-type: none"> • Respect for property, environment, others, self. • Respect we are all different and that makes the world a great place. • Good manners in words and action, show respect. • Appreciating others' strengths and understand others' challenges/difficulties. • Tolerance and acknowledgement of different ideas and preferences. <p>RESPONSIBILITY</p> <ul style="list-style-type: none"> • Be the best person you can be • Taking ownership of your actions and choices. • Making wise choices, doing what is right. (Good decision making). • Trying your best. • Showing leadership (eg in class, the yard, group work etc). • Taking responsibility for the care of your belongings and others • Show initiative in taking care of each other, our belongings and school. • Take pride in all you do. <p>TEAMWORK</p> <ul style="list-style-type: none"> • We understand that together we can achieve so much more • Being co-operative. • Listening to and respecting others' opinions. • Compromise. • Friendship and inclusion. • Communication. • Kindness. <p>LEARNING</p> <ul style="list-style-type: none"> • Challenging yourself, enjoy the challenge. • Work hard, get smart. • Have a go, take a risk. • We learn from our mistakes. • We love learning – we are inspired, curious and self -driven in our learning. • We value curiosity. • Taking pride in work. • Perseverance |
| Context challenges | <p>In the period of this Strategic Plan our schools key challenges are</p> <ol style="list-style-type: none"> a) Maintain and build our student population b) Maintain our focus on high quality teaching strategies and whole school consistent approach with a changing and changed staff profile. c) Build the leadership capacity of staff in the school |

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| | <p>d) Ensure 12 months growth for all students including our high ability students e) Further enable and activate student agency in learning f) Develop respectful and resilient students who reflect our school values.</p> |
| <p>Intent, rationale and focus</p> | <p>INTENT:</p> <ul style="list-style-type: none"> • Maximise the development of engaged, connected students with a love of learning who are extended to achieve high standards of learning. • Develop a consistency of high-quality teaching and learning practice in our teachers, including a deep knowledge of their students and curriculum. • Empower students to know where they are up to in their learning, identify the next step and how to get there. <p>RATIONALE:</p> <p>A whole school approach to high quality teaching and learning practice built upon curiosity, appropriate challenge and growth will enable the best achievement outcomes for all students. Activating student agency in their learning, develops engaged, connected students who are self motivated and best able to be the flexible, creative collaborators life in the 21st century will demand. Working as a team we all thrive. Our community will be well served by the embedding of our school values, respect, responsibility , learning and teamwork, as well as resilience.</p> <p>FOCUS:</p> <p>Identify and apply the elements so successfully implemented in our Writing program– whole school approach, common language, common assessment and moderation practice, deep understanding of the developmental learning continuum by teachers and students - to Reading and Mathematics as critical endeavours to achieve our vision. In doing so we will develop common school documentation, enhanced curriculum knowledge and strong team culture.</p> |

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| Goal 1 | To maximise the learning growth of every student with a focus on English and Mathematics. |
| Target 1.1 | Each student to make at least one Victorian Curriculum level of learning progress in each school year during the period of the strategic plan in English and Mathematics (or Writing, Reading and Viewing, Number and Algebra). |
| Target 1.2 | <p>By 2022, the percentage of Year 3 and 5 students in the top two Bands in NAPLAN Reading, Writing and Numeracy dimensions to be equal to or greater than the following proportions:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading from 55% (2018) to 67% (2022)• Writing from 13% (2018) to 54% (2022)• Numeracy from 23% (2018) to 52% (2022) <p>Year 5</p> <ul style="list-style-type: none">• Reading from 45% (2018) to 51% (2022)• Writing from 9% (2018) to 20% (2022)• Numeracy from 32% (2018) to 40% (2022) |

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| Target 1.3 | By 2022, maintain the percentage of Year 3 and 5 students at or below the National Minimum Standards (NMS) in NAPLAN Reading, Writing and Numeracy dimensions at zero. |
| Target 1.4 | By 2022, the percentage of Year 5 students assessed as making: <ul style="list-style-type: none"> • medium or high relative learning gain in NAPLAN Reading, Writing and Numeracy will be at or above 80 per cent • high relative learning gain in NAPLAN Reading, Writing and Numeracy will be at or above 30 per cent |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Develop a whole school approach to using data to target teaching and evaluate the targeted teaching impact (CPA) |
| Key Improvement Strategy 1.b Building practice excellence | Build school-wide capacity to consistently implement the Sherbourne Primary School differentiated instructional model (BPE and BLT) |
| Key Improvement Strategy 1.c Instructional and shared leadership | Develop leadership capacity at various levels to guide, support and direct the improvement of instructional practice and student learning (ISL). |
| Goal 2 | To increase student agency in learning. |
| Target 2.1 | By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent Learner characteristics and dispositions domain: <ul style="list-style-type: none"> • Learning confidence/sense of confidence: from 83% (2018) to 90% (2022) |

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| | <ul style="list-style-type: none"> • Self-regulation and goal setting: from 90% (2018) to 95% (2022) <p>Social engagement domain:</p> <ul style="list-style-type: none"> • Student Voice and agency: from 72% (2018) to 90% (2022) |
| Target 2.2 | By 2022 the percentage of parents responding positively to the Student Development—Student Agency and Voice measure contained in the Parent Opinion Survey to improve from 80% to 88% |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Develop a whole-school approach to activating student agency in learning (CPA and ES) |
| Goal 3 | To continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the school values. |
| Target 3.1 | <p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent</p> <p>Learner characteristics and dispositions domain:</p> <ul style="list-style-type: none"> • Resilience: from 76% (2018) to 90% (2022) <p>Effective teaching practice for cognitive engagement domain:</p> <ul style="list-style-type: none"> • Classroom behaviour: from 81% (2018) to 90% (2022) <p>Teacher-student relations domain:</p> |

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| | <ul style="list-style-type: none"> • Teacher concern: from 80% (2018) to 90% (2022) |
| Target 3.2 | By 2022 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey 88% (2018) to be 92% in 2022. |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Develop and implement a whole-school framework for respectful relationships and behavioural expectations in the school community (PCL) |