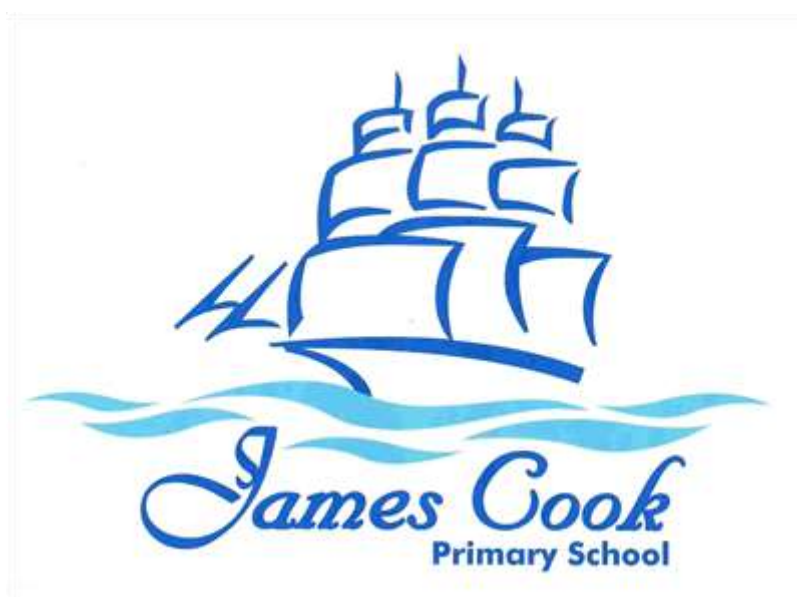


# School Strategic Plan 2018-2022

James Cook Primary School (5136)



Submitted for review by Anne Burgess (School Principal) on 21 February, 2019 at 05:43 PM

Endorsed by Deborah Harry (Senior Education Improvement Leader) on 08 March, 2019 at 04:57 PM

Endorsed by Mansoor Kazi (School Council President) on 12 March, 2019 at 10:51 AM

# School Strategic Plan - 2018-2022

James Cook Primary School (5136)

<p><b>School vision</b></p>	<p><u>Motto</u>            "Believe to Succeed" - At James Cook Primary School there is a shared belief that all learners will be successful.</p> <p><u>Vision Statement</u>            All learners at James Cook Primary School will be successful and resilient through the provision of:</p> <ul style="list-style-type: none"> <li>- High quality, personalised teaching and learning.</li> <li>- A safe and supportive learning environment.</li> <li>- High-level expectations and positive values.</li> </ul> <p><u>Mission Statement</u>            At James Cook Primary School, student are equipped for life-long learning through:</p> <ul style="list-style-type: none"> <li>- Excellence in academic achievement through perseverance and effort.</li> <li>- Understanding, respecting and appreciating self and others.</li> <li>- Commitment to a sustainable future.</li> <li>- Striving to be responsible citizens who make a difference to the local and global world in which they live.</li> </ul>
<p><b>School values</b></p>	<p><u>Core Community Values at James Cook Primary School:</u></p> <p>Respect - Treating ourselves and others with honesty, kindness and integrity. Being responsible enough to show people that we care about everyone and everything in our school community by our actions and words.</p> <p>Teamwork - Working together, considering everyone in the team for the common good.</p> <p>Inclusiveness - An acceptance and celebration of everyone and the qualities they bring to the school community.</p> <p>Resilience - The ability to bounce back in a positive way from problems or setbacks that require positive choices and solutions to move forward.</p> <p>Persistence - Striving for the best. Never giving up. Exhausting all possibilities.</p> <p>Innovation - Encouraging new ideas and creative thinking to support an appreciation of what is possible, both locally and globally.</p>
<p><b>Context challenges</b></p>	<p>A number of key challenges are highlighted in the self-evaluation and review for James Cook Primary School:</p> <ul style="list-style-type: none"> <li>- School assessment practices and regular moderation of student performance data are not yet consistent across the school and not all teachers are conversant with the Victorian Curriculum achievement standards. Work has begun in this area as a result of the school's participation, as a 'partner school' in the DET School Improvement Partnerships (SIP), initiative in 2018. We were able to leverage this partnership to focus on building teacher knowledge, skills and understanding around data literacy.</li> <li>- A deficit approach (filling-the-gaps), to planning, based on cohort-focused, student assessment data was taken by a number of staff as a result of their work in the SIP. Explicit teaching was heavily focused on lower achieving students, with limited challenge and</li> </ul>

	<p>extension for the more capable and independent students at their point of need.</p> <ul style="list-style-type: none"> <li>- Students are achieving higher levels of performance in NAPLAN than is indicated by teacher judgements. Evidence indicates that teachers' ability to align student assessment data with the Victorian Curriculum achievement standards is limited and is a high priority area for development.</li> <li>- Strategic attention has been focused on implementing a whole-school teaching model for teaching reading since the latter half of 2017. The implementation of this model, requires further development of staff in each element of the model, to ensure consistency of practice and the fidelity of the model.</li> <li>- Links between the teaching of Reading and Writing were not evident within the two-hour English teaching block. Continued professional learning needs to be developed to facilitate this. At the present time, there is no Writing framework/program to facilitate this. Teachers are drawing from their own knowledge and that gained from limited professional development led by the Literacy leader.</li> <li>- There is no school-wide approach to support student wellbeing and the development of positive behaviours. 'You Can Do It' has been the school's program for a number of years and has lost focus and momentum over the review period.</li> <li>- Student voice and agency is not actively promoted and is not seen to influence teaching and learning. Teachers are aware of the DET HITS - Practice Principles - Amplify documents but are yet to unpack and utilise them to support their work.</li> <li>- The current approach to student goal setting was not effective in enabling student agency and students are given limited access to the own assessment data, making authentic goal setting very difficult. Term goals were not followed up regularly to monitor progress with the students to a large degree by staff.</li> <li>- Students do not have access to assessment tools such as rubrics or success criteria, to enable them to self-monitor and improve their work. Modelling and exemplars are not evident in most lessons and expectations were not communicated very clearly. Tasks are often not aligned to the learning intent of a teaching session. High performing students were not always stretched and challenged.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>G1 - Building Practice Excellence - Curriculum Planning and Assessment - Building Leadership Teams</p> <p>NAPLAN data identified a significant decline in the percentage of students achieving high growth and an increase in low growth. The percentage of students achieving in the top two NAPLAN bands in Year 3, which was above similar schools, declined significantly in Year 5. NAPLAN and teacher judgement data comparisons showed inconsistencies and the review fieldwork confirmed data analysis is in the emerging stage. Fieldwork also showed the instructional models in literacy and numeracy introduced over the past 14 months are in the emerging stage. Additionally, the Staff Survey data indicated a decline in positive endorsement for Collective Efficacy. Literacy and numeracy were therefore identified as areas requiring focus for the next strategic period.</p> <p>In order to develop consistency of practice across the school, the 2019-2022 strategic plan will focus on the rigorous development of a whole-school instructional model which demands the non-negotiable elements:</p> <ul style="list-style-type: none"> <li>- Learning Intentions and Success Criteria</li> <li>- Explicit Teaching</li> <li>- Differentiation with Stretch and Challenge</li> <li>- Summary and Reflection.</li> </ul> <p>The Literacy and Numeracy teaching structures will be rigorously developed through the implementation of ongoing professional</p>

learning on all elements of each model, peer observation and continuing to build teachers' capabilities in data literacy to drive this improvement agenda for improved student outcomes. Building the capacity of the teaching team leaders to lead their teams in the pursuit of this agenda is also an area of high priority.

The lesson structure for teaching and learning of Reading will be the priority focus in the first year. Mathematics - Number will be the focus in year two. Development of a Writing framework that builds the links to Reading will take its place as the priority for the third year.

#### G2 - Empowering Students and Building School Pride - Intellectual engagement and self-awareness

Attitudes to School Survey data and Parent Opinion Survey data identified a low percentage of positive endorsement for the Student Voice and Agency factor compared to other factors. Classroom observations and student, staff and parent interviews conducted during the review fieldwork, confirmed that students did not have an authentic role in understanding or managing their own learning and limited student feedback was sought or followed up. It was also found that students have limited access to their own learning data and receive limited teacher feedback to help them to understand their progress and learning needs. Increasing student engagement in learning through amplified student voice and agency in the classroom was therefore identified as an area requiring focus in the next strategic period.

It is important that staff understand and acknowledge the students' perceptions fed back to them via the AToSS, to be able to respond in ways which will improve the quality of the teaching and learning environment at James Cook Primary School. Developing that understanding through unpacking the survey elements and statements will be the initial focus of our work in the first year with both the staff and students. A similar approach will also be taken with the staff for the 'School Climate' domain of the Staff Opinion Survey. Over the course of year two and three of the strategic plan, staff will be supported to move beyond awareness of the HITS, Practice Principles and Amplify documents, to applying the strategies within them with purpose and intent to achieve a student-centred approach to teaching and learning.

#### G3 - Health and Wellbeing

A decline in the percentage of positive endorsement for the Student Safety and Teacher-Student Relations domains of the AtoSS data has been identified. Interviews conducted during the review fieldwork with staff, students and parents confirmed that students currently have limited opportunities to voice their concerns and the school's processes for addressing safety issues lacked consistency. Procedures to unpack the AtoSS data to clarify students' perceptions and experiences have yet to be established and student feedback is generally not sought. A whole-school program to develop and support student wellbeing is not in place. Developing a consistent approach to student wellbeing was therefore identified as an area requiring focus in the next strategic period. The student attendance goal in the previous 2015-2018 School Strategic Plan was not met and attendance was in Transform at the end of 2017. Whilst some positive movement has been achieved in 2018, student attendance will remain a school improvement target area.

In the initial year of the strategic plan a Wellbeing Team will be established whose main purpose will be to investigate the 'School Wide Positive Behaviours System' as a whole-school approach to student, staff and community wellbeing. The subsequent years of the strategic plan period will focus on staff development, community awareness raising and implementation.

	<p>Our improvement agenda over the 2019-2022 School Strategic Plan will be underpinned by building the capacity of our staff for student-centred teaching and learning. This will include the development of staff through:</p> <ul style="list-style-type: none"><li>- Peer observation to build individual capability, consistency of practice and a shared understanding of the whole-school instructional model.</li><li>- The use of learning intentions and success criteria that differentiate the learning to challenge and stretch all students and to assist students to become involved in their own learning and where to focus their efforts.</li><li>- A Teacher Inquiry and Knowledge Building Cycle to support staff professional learning in the pursuit of the improvement agenda.</li><li>- Strengthening teachers' capacity for purposeful data analysis to inform next learning for all students and moderation of assessment tasks against the Victorian Curriculum achievement standards.</li><li>- Deepening knowledge of curriculum content and learning continuums.</li></ul>
--	---

# School Strategic Plan - 2018-2022

James Cook Primary School (5136)

<b>Goal 1</b>	To improve literacy and numeracy outcomes for all students.
<b>Target 1.1</b>	By 2022, the percentage of students achieving in the top two NAPLAN bands from the matched cohort data, will be maintained from Year 3 to Year 5 in Reading, Writing and Numeracy.
<b>Target 1.2</b>	By 2022, the percentage of Year 3 students achieving in the top two NAPLAN bands will be as follows: - Reading 54% - Writing 54% - Numeracy 46%
<b>Target 1.3</b>	By 2022, the percentage of students in the bottom two NAPLAN bands in Year 3 and Year 5 will be no more than 10% in Reading, Writing and Numeracy.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop and implement a consistent evidence-based whole school instructional model in literacy and numeracy. (CPA)
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build teacher capability to utilise data and assessment strategies to support all student's point of learning. (CPA)
<b>Key Improvement Strategy 1.c</b> Building leadership teams	Build leadership capability to lead professional learning teams and develop a culture of continuous improvement. (BLT, BPE)

<b>Goal 2</b>	To improve student ownership of their learning.
<b>Target 2.1</b>	By 2022, the percentage of positive endorsement in AToSS for: - Student Voice and Agency will increase from 68% to 80%. - Differentiated Learning will increase from 87% to 90% - Motivation and Interest will increase from 86% to 90%
<b>Target 2.2</b>	By 2022, the percentage of positive endorsement in Staff Opinion Survey for: - Promote student ownership of learning will increase from 53% to 75% (Teaching and Learning) - Academic emphasis will increase from 59% to 68% (School Climate) - Collective efficacy will increase from 66% to 73% (School Climate)
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build staff capability to promote authentic student voice and agency in learning. (ESABSP)
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Build students' capabilities to empower their voice and agency in teaching and learning. (IEASA)
<b>Goal 3</b>	To improve student wellbeing and safety through a safe and supportive school environment.
<b>Target 3.1</b>	By 2022, the percentage of positive endorsement in AToSS for: - Managing Bullying will increase from 71% to 85%. - Teacher Concern will increase from 71% to 85%. - Classroom Behaviour will increase from 72% to 80%

<b>Target 3.2</b>	By 2022, the percentage of positive endorsement in the Parent Opinion for 'Student Motivation and Support' will increase from 81% to 84%.
<b>Target 3.3</b>	By 2022, the number of Prep-Year 6 Absence Days per FTE from 2018 (17.57) will be reduced.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Develop and implement a whole school approach and programs that promote student wellbeing and safety. (HAW)