

School Strategic Plan 2018-2022

Frankston Heights Primary School (4815)



Submitted for review by Cheryl Clark (School Principal) on 14 February, 2019 at 10:38 AM

Endorsed by Michael Devine (Senior Education Improvement Leader) on 23 February, 2019 at 12:21 PM

Endorsed by Rob Colcott (School Council President) on 30 April, 2019 at 04:36 PM

School Strategic Plan - 2018-2022

Frankston Heights Primary School (4815)

| | |
|---------------------------|--|
| School vision | <p>The school's mission is to provide an environment that is reflective of its core values: Respect, Responsibility and Resilience. The central concern of the school is the child and the basis of all dealings with each child is that he/she will receive respect, care and concern at all times. All children are valued and given the opportunity to participate in achieving their potential through a stimulating and challenging curriculum.</p> <p>At Frankston Heights Primary School students are learning for life through innovative, vibrant learning experiences. The school adopts a student centred, personalised approach to learning in a safe, secure and supportive environment. Students feel valued and are given guidance, choice, ownership and the tools to explore learning.</p> |
| School values | <p>Values: At Frankston Heights we value -</p> <ol style="list-style-type: none">1. Honesty, Integrity and Innovation2. Tolerance and respect for others3. A safe and friendly caring environment4. Community involvement5. A desire to learn and be successful6. Acceptance and appreciation of diversity within our community |
| Context challenges | <p>School Context: Frankston Heights Primary School is located in Heatherhill Rd Frankston. The school services approximately 245 families with a current enrolment of 333 students, with a student family occupation and Education SFOE index at 0.4455. Student enrolments were 252 in 2015 and have been steadily growing over the past 4 years. In 2018, the school's Teaching FTE was 17.5, with Support Staff FTE of 3.8. Our school prides itself on being a smaller, caring school community and as such, values and promotes community participation through classroom helpers, working bees, canteen, excursions and camps. A team of experienced staff is actively supported by School Council. A very supportive parents group known as 'Friends of Heights', take an active role in the co-curricular life of the school.</p> <p>Our purpose is to have high expectations of ourselves and others in a socially responsible manner.</p> <p>Over the past four years, enrolments increased by 80 students The teaching and learning programs reflect the Victorian Curriculum and are differentiated to meet student needs. Emphasis is placed upon Literacy and Numeracy, with F-6 Units of Inquiry implemented on a two-year cycle.</p> <p>Specialist staff provide programs in Performing Arts, Visual Arts, Science, Physical Education and Italian.</p> |

| | |
|---|---|
| | <p>School's Key Challenges: Over the past four(4) years with increasing student enrolments and a number of staff transferring to new schools, some retiring, and the recruitment of new staff, one challenge was building staff knowledge of the school's instructional models. By 2018, only 3 of the 14 existing classrooms teachers were still at the school. 11 new teachers had been recruited to fill classroom teaching positions. The panel noted the impact staff turnover had on the outcomes of the key Literacy improvement strategies commenced in 2015. This manifested as lessened opportunities to exponentially escalate and therefore fully capitalise upon the emphasis of the Literacy professional learning actions and consistent implementation of the new programs in reading, phonics (spelling) and writing. As new English and Mathematics instructional models had been introduced, staff found it challenging to learn about and embed these to achieve consistency across the school. With so many areas to improve, it was a challenge to embed high quality practice across the school for all staff. Sustaining all staff's efforts, positive mindsets and a continuous desire to improve, were identified as some of the challenges faced throughout the previous Strategic Plan (2015-2018)</p> <p>The school had provided formal student leadership opportunities for Year 6 students and provided some avenues for Foundation to Year 6 students to follow their interests within the curriculum. However, there were few opportunities for students to consistently influence curriculum design and to provide feedback on the impact of teaching and learning.</p> <p>Student Attendance: The panel noted that the highest absence types in 2017 were Illness, Unexplained and Family Holiday, in that order. Additionally, that the percentage of students with 20 or more absence days was well above the results for primary schools with similar characteristics.</p> <p>This represented missed opportunities for students to have continuity in their learning and to develop regular attendance habits from an early age.</p> |
| <p>Intent, rationale and focus</p> | <p>From the Review findings, the Panel recommended the following key directions for the next School Strategic Plan 2019 – 2022:</p> <p>1- Improving Reading, Writing and Number It is intended to particularly improve reading, writing and number.</p> <p>This will be achieved by a continued emphasis on Literacy and Numeracy to build upon gains made to date in improving student achievement.</p> <p>In particular, staff identified that increasing knowledge of content at, above, below for students to progress from their starting point, increasing differentiation, students having ownership of their learning, and feedback from students is followed up.</p> <p>2- Student voice and agency in their learning It is intended to improve student voice and agency by building students' independence, self-motivation and sense of empowerment.</p> <p>The students themselves noted they were keen to be engaged in applying their learning through enrichment tasks and in using digital</p> |

technologies.

To support these key directions the School Review Panel recommended:

- Student contribution to setting learning goals, self-monitoring of progress, demonstration of achievement and framing of next learning goals to be enhanced
- Providing more opportunities for students' engagement in project and problem-solving learning challenges, through real life learning experiences in school, community and global contexts
- Teacher professional learning and coaching to continue to focus upon school improvement initiatives.

Student Attendance:

It was agreed, the introduction of parent termly reports and the initiation of attendance plans was expected to lead to improved attendance.

It is advisable to understand the cause of absences, particularly unexplained, as this is critical to identifying the appropriate intervention.

The AIP focus of building a culture of safety and wellbeing, showed that identified actions to increase regular attendance, involving regular data review and parent/carer engagement, whilst in progress were as yet not fully implemented.

Considerations for the development of the new Annual Improvement Plan based on identified achievements through the review process:

Literacy: The Literacy Action Team developed Strategic Management Plans in 2017 and for 2018, aligned to the implementation of the SSP. A compendium of English teaching and assessment resource materials have been developed for staff reference.

The impact of the re-engagement of a Literacy consultant in semester two 2018 was expected to be evident in further enhancing teacher capacity within the next two years. It is advised to consider DET Practice Principle 5 and Actions (Literacy) for the development of the 2019 Annual Improvement Plan.

Numeracy: The Mathematics consultant reported that staff had increased confidence in teaching and planning mathematics, which was confirmed in the staff focus group discussions. Problem Solving teaching strategies were evident in planners. Year level posters displaying a whole school problem solving sequence and associated questions had been developed. It is advised to consider DET Practice Principle 6 and Actions (Numeracy) for the development of the 2019 Annual Improvement Plan.

HITS: Staff participated in professional learning on the High Impact Teaching Strategy (HITS) of Questioning, with a variety of open-ended questions included in all launches and summary phases of lessons. The Panel found that these actions enabled staff to expand their effective teaching repertoire through engagement in collaborative and reflective practices.

RR: The SSP focus of building a culture of safety and wellbeing, demonstrated that the Respectful Relationships (RR) framework

was embedded into teaching and learning programs through designated weekly time and sessions in every class and via assembly presentations.

It was concluded that the RR program enabled students to build understanding and knowledge to strengthen their sense of self, recognise and regulate emotions leading to increased resilience and confidence. Further, students developed empathy for others, with social skills applied to establishing and sustaining positive relationships.

Student Voice and Agency: The DET Practice Principle 3 and Actions (Student Voice & Agency) was advised for consideration when developing the 2019 Annual Improvement Plan.

School Strategic Plan - 2018-2022

Frankston Heights Primary School (4815)

| | |
|---|--|
| Goal 1 | To improve student literacy outcomes with particular focus on reading and writing and numeracy with a particular focus in number. |
| Target 1.1 | <ul style="list-style-type: none"> • 23 per cent or more of Year 5 students are in the top two bands NAPLAN Reading (18.4% 2018) • 16 per cent or more of Year 5 students are in the top two bands NAPLAN Numeracy (12.8% 2018) • 8 per cent or more of Year 5 students are in the top two bands NAPLAN Writing (3% 2018) |
| Target 1.2 | <ul style="list-style-type: none"> • 65 per cent of students with high or medium relative learning gain NAPLAN Reading (61.1% 2018) • 15 per cent of Year 5 students in the bottom two bands NAPLAN Numeracy (17.9% 2018) • 20 per cent of Year 5 students in the bottom two bands NAPLAN Writing (25% 2018) |
| Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies | Enhance capacity of staff to differentiate teaching, responding to student differences in readiness, interest and learning profile (EBHITS) |
| Key Improvement Strategy 1.b Evaluating impact on learning | Build teacher capability to utilise data and a range of assessment approaches to teach to a student's point of learning (EIL) |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | Continue to build practice excellence through targeted professional learning and coaching that is evidenced-based and modelled on approaches of greatest impact. (EBHITS) |

| | |
|--|--|
| Goal 2 | To improve student voice and agency across the school. |
| Target 2.1 | <ul style="list-style-type: none"> The percentage of Year 4-6 students' positive endorsement of designated AtoSS factors (Teacher concern from 68% to 73%, High expectations for success from 91% to 96%, Self-regulation and goal setting from 84% to 89%, Sense of confidence 78% to 93%) will progressively increase |
| Target 2.2 | <ul style="list-style-type: none"> School based student focus groups or surveys F-Year 6 will demonstrate enhanced student perceptions of student agency and voice. |
| Target 2.3 | <ul style="list-style-type: none"> Student attendance rates will improve from 14.4 days to 11 days or less(excluding Family holidays) |
| Key Improvement Strategy 2.a Intellectual engagement and self-awareness | Establish and sustain a learning culture that promotes high expectations and celebrates student growth. (IESA) |
| Key Improvement Strategy 2.b Empowering students and building school pride | Build students' capability to develop learning goals, self-monitor progress, demonstrate achievement and frame next goals based upon strengths and areas for improvement. (ESBSP) |
| Key Improvement Strategy 2.c Intellectual engagement and self-awareness | Orient students towards their future through real life learning experiences in school, community and global contexts (IESA) |

