

# School Strategic Plan 2019-2023

Simpson Primary School (4895)



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<b>School vision</b>	<p>At Simpson Primary School all students are provided the opportunity and encouragement to achieve full potential academically, socially and emotionally.</p> <p>We are committed to a culture that provides quality learning opportunities with a focus on ensuring that all members of the school community develop as the best version of themselves possible. We hold high expectations for all members of our learning community and value learning together.</p> <p>Our motto of "Enriching learning through opportunity" guides our daily core business.</p>
<b>School values</b>	<p>Our school values are: At Simpson we C.A.R.E; Consideration, Aspirations, Respect and Engagement are the values within the C.A.R.E. acronym.</p> <p>We are the little school with a big heart, supporting our students to become active participants in their learning. Every student is valued and nurtured with a focus on growth or the whole child in all aspects of their learning journey. Our students are happy and connected to our school. As they move into secondary schooling they go with passion, skills and strategies to thrive as life long learners and contributors to society.</p>
<b>Context challenges</b>	<p>Simpson Primary School is located in the rural community of Simpson. Our 17 hectare site ensures a strong connection to staying active and environmentally aware. 80% of our students are bused into the site on a daily basis from surrounding dairy farms.</p> <p>Daily instruction is based around the Victorian Curriculum and features key elements of Learning Intentions, Success Criteria, and Feedback to ensure students know what they are learning, why they are learning it, and what is next in their learning journey. We are an all apple school where ICT skills are nurtured and developed through our strong STEM program, delivered within our Studio 4895 Makerspace. Our program includes specialist classes in Physical Education, Science, Chinese language and library.</p> <p>We are fully committed to improving student outcomes and excellence in teaching and learning with a strong focus on high impact teaching strategies.</p> <p>Our connection to our local community is evident with partnerships in early childhood, volunteer groups such as the Lion's club, the community center, Men's Shed just to name a few. Our rural school is working through the challenges presented by industry changes within our largely dairy community. Like all dairy communities, industry conditions have not been ideal for some years. Families are choosing to leave the industry with corporate groups and back packers now running many former family farms. Many families within our zone are selecting other schools based around busing routes, oldest child moving to a P-12, and based on our decline in student population. It has become a somewhat self fulfilling prophecy. The smaller we become the more we lose based on the size of the school. Exiting families are interviewed and say that there is really nothing that the school could change to stop the exit. Maintaining our 'influence' level performance of 2019 into the future is our strong commitment and one that presents challenges. Recent staff changes with retirements, ill health, moving and resignations due to shifting have impacted significantly on our ability to present as a</p>

	<p>stable staff unit with common understanding of "The Simpson Way." Our data indicates students are both connected and engaged in their learning and our collective focus on every students growth and development will be features of how we operate moving forward.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our focus is very much on:</p> <ul style="list-style-type: none"> <li>-Consistent and accountable approaches to assessment processes and instructional practices across the school to ensure learning is maximised for every student</li> <li>-Enabling our students to become active participants in their learning where they co-create and monitor their learning goals for future success</li> <li>-Foster school and community partnerships that promote high expectations for student achievement and behaviour</li> </ul> <p>Whilst there are a number of clear processes that are designed to build the capacity of teachers including PLC's and Visible Learning Professional Development there is a lack of robust monitoring of the effectiveness of teaching between teams of teachers. Data literacy and consistent moderation of impact are areas for future development in order for both our teachers and students to maximise learning and impact right across the school.</p> <p>While we have many amazing opportunities for students to be leaders both within and beyond the school our students have tended to not fully understand their role in learning beyond an engagement level. Opportunities exist for our students to be more data savvy and have greater understanding of the next steps in their learning. Providing two-way feedback to ensure maximum impact of teaching will empower all students to monitor their growth and make more independent choices about the strategies that they can use to support growth.</p> <p>Our parent body wants to be involved in our school. Developing opportunities to have them understand the learning process so that they can see and support the high expectations for learning and behaviour must be a focus. Greater emphasis on students sharing their learning during the active stage rather than reporting post learning will be developed.</p> <p>Our priority areas will focus on:</p> <p>Excellence in teaching and learning and Professional Leadership- building practice excellence, evaluating impact on learning and instructional and shared leadership.</p> <p>We will continue to build on consistency of practice using our instructional model and developing assessment capable visible learners.</p> <p>Positive Climate for learning- empowering students and building school pride, intellectual engagement and self awareness.</p> <p>We will focus on empowering students to be more actively engaged in learning directed by authentic student voice and agency.</p> <p>Community engagement in learning- school wide positive behaviours, high expectations for success.</p> <p>Developing partnerships with parents and carers to enhance student learning including opportunities for the development of a range of communication channels to accommodate different needs. Actively engage parents and carers in aspiration student learning goals for their child to enable all students to experience an inclusive education within and beyond the classroom.</p>



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<b>Goal 1</b>	To maximise learning growth for all students
<b>Target 1.1</b>	<p>By 2023 increase the rolling three-year average of year 5 students achieving high benchmark growth in NAPLAN</p> <ul style="list-style-type: none"><li>• Reading from 32% (2017-2019) to 40% or above (2021-2023)</li><li>• Writing from 33% (2017-2019) to 40% or above (2021-2023)</li><li>• Maintain or increase Numeracy from 40% (2017-2019) to 40% or above (2021-2023)</li></ul>
<b>Target 1.2</b>	<p>By 2023 increase the percentage of students achieving top 2 bands in NAPLAN</p> <ul style="list-style-type: none"><li>• Year 5 students Reading from 40% (2018) to 51% or above (2023)</li><li>• Year 3 students Reading from 43% (2018) to 53% or above (2023)</li><li>• Year 5 students Writing from 15% (2018) to 21% or above (2023)</li><li>• Year 3 students Writing from 50% (2018) to 55% or above (2023)</li></ul>
<b>Target 1.3</b>	<p>By 2023 100 per cent of students will achieve at or above expected growth in Number and Algebra, Reading and Viewing, and Writing using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced standards/data sets.</p>

<b>Target 1.4</b>	<p>By 2023 increase the rolling three-year average of year 5 students achieving medium benchmark growth in NAPLAN</p> <ul style="list-style-type: none"> <li>• Reading from 58% (2017-2019) to 60% or above (2021-2023)</li> <li>• Writing from 50% (2017-2019) to 60% or above (2021-2023)</li> <li>• Maintain or increase Numeracy from 56% (2017-2019) to 60% or above (2021-2023)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	<p>Use the PLC framework to build teacher capacity in differentiating learning for all students</p>
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	<p>Build consistency and rigour in assessment practices and data literacy</p>
<b>Key Improvement Strategy 1.c</b> Instructional and shared leadership	<p>Embed and evaluate the effectiveness of the school's instructional model. (ISL)</p>
<b>Goal 2</b>	<p>To empower students to be more actively engaged in learning</p>
<b>Target 2.1</b>	<p>By 2023 increase the percentage of positive endorsement in the student AToSS</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 96% (2018) to 98% or above (2023)</li> <li>• Student voice and agency from 93% (2018) to 96% or above (2023)</li> </ul>
<b>Target 2.2</b>	<p>By 2023 increase the percentage of positive endorsement in the SSS</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 78% (2018) to 85% or above (2023)</li> <li>• Academic emphasis from 73% (2018) to 85% or above (2023)</li> </ul>

<b>Target 2.3</b>	<p>By 2023 increase the whole school attendance rate from 92 per cent (2018) to 94 per cent or above (2023).</p> <p>By 2023 decrease percentage of students with 20 or more days absence from 16 per cent (2018) to 14 per cent or below (2023)</p>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build teacher capacity to activate student voice and agency
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Enhance opportunities for authentic partnerships between student and teachers which develops independent and self-regulating learners
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Share student learning data routinely so learning growth and progress are monitored and visible to all
<b>Goal 3</b>	To improve the resilience and wellbeing of all students
<b>Target 3.1</b>	<p>By 2023 increase the percentage of positive endorsement in the student AToSS</p> <ul style="list-style-type: none"> <li>• Resilience from 90% (2018) to 95% or above (2023)</li> <li>• Teacher concern from 92% (2018) to 97% or above (2023)</li> <li>• Effective classroom behaviour from 89% (2018) to 95% or above (2023)</li> </ul>
<b>Target 3.2</b>	<p>By 2023 increase the percentage of positive endorsement in the POS</p> <ul style="list-style-type: none"> <li>• School support from 76% (2018) to 90% or above (2023)</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher concern from 91% (2018) to 95% or above (2023)</li> <li>• Confidence and resilience from 91% (2018) to 95% or above (2023)</li> <li>• High expectation for success from 91% (2018) to 95% or above (2023)</li> </ul>
<b>Target 3.3</b>	<p>By 2023 increase the percentage of positive endorsement in the SSS</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 84% (2018) to 90% or above (2023)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Embed SWPB across the community
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	Support parents to understand the learning process and how to effectively support their child's learning
<b>Key Improvement Strategy 3.c</b> Setting expectations and promoting inclusion	Strengthen the culture of high expectations for all students, teachers and community members