

## Exford PS - School Strategic Plan 2017-2020

*For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.*

|                            |              |          |   |   |
|----------------------------|--------------|----------|---|---|
| <b>Endorsement</b>         |              |          | <b>Re-Endorsement</b> (if a Goal, KIS or Target is changed) | <b>Re-endorsement</b> (if a Goal, KIS or Target is changed) |
| Principal:                 | Lisa Campo   | May 2017 |   |   |
| School Council:            | Katy Brennan | May 2017 |   |   |
| Delegate of the Secretary: | Anne Fox     | May 2017 |   | <b>School Council final endorsement - 15 November 2017</b>  |

| School vision   | School values  | Context and challenges   | Intent, rationale and focus   |
|---|--|--|---|
| <p><i>At Exford PS, our focus is on supporting the complete development of our children: their academic success and the development of positive interpersonal and relationship skills, with a real emphasis on displaying manners and courtesies.</i></p> | <p>At Exford PS, we are united in our expectations that we all display our school values - we have a saying, 'In everything we SAY and everything we DO, we need to show Kindness, Respect and to always do our Personal Best. A matrix of behaviours and school contexts has been developed and displayed around the school to inform and remind all community members of our expectations of each other.</p> | <p>Exford PS was opened on July 1, 1902 under the name of Exford Estate School. Exford PS is quite isolated geographically: the two new housing estates nearby have impacted us, children from the Eynesbury estate now make up more than 65 % of our total enrolments. In May 2013, a strict facilities-based enrolment boundary was placed around our school, given that we are not connected to mains water nor mains sewerage and manage rural school facilities with a larger than anticipated population, and also given that we are the local neighbourhood school for this part of Melton.</p> <p>Exford PS has tripled in size in a very short period of time: we have gone from having 137 students (Census 2011), to our current enrolment of 421 students. This student cohort increase has been supported by an almost doubling of staff numbers and a spread of teacher employment across Principal and Leading Teacher class, Expert and Graduate teacher classifications. We continue with the very important emphasis on inducting and welcoming our new students, families and staff into the Exford PS learning community. It also heralds the necessity to strategically plan for responsible growth in the context of locality and Melton Network educational needs, with our School Council continuing to lobby DET for the future school at Eynesbury.</p> <p>Our school is made up entirely of long-term relocatable Mod 5 buildings; since 2010 we have had a steady influx of buildings arrive, with our Facilities work being a dominating factor through October - January for each of the years.</p> <p>Mobility continues to be an influence on our teaching and learning, with approximately 40 % of each year's new student intake being students at year levels other than at Foundation level: the mobility factor has been a relatively new norm for us.</p> <p>We acknowledge our staff are a critical element of our student learning strategy and building leadership capacity in our fledging middle leadership layer has been a very important part of our ongoing focus.</p> <p>As a school, the ability to remain resilient and flexible and to remain focused on student learning in such dramatic and challenging times is to be commended and recognised.</p> | <p>We will work to embed our focus on excellence in teaching and learning and achieving continuous improvement in student achievement and learning growth. We will also focus on strengthening students' ownership of their learning and further build the three-way partnership of students, parents and teachers.</p> <p>The focus of the Strategic Plan will be on:</p> <ul style="list-style-type: none"> <li>• The work of our Professional Learning teams and their capacity</li> <li>• Strengthening the practices within our PLTs to effectively gather and use data to identify gaps in learning and to accurately evaluate progress on the learning continuum for every student.</li> <li>• Building every teacher's capacity to increase students' intellectual engagement and participation in learning by embedding 'visible' learning principles</li> <li>• The use of digital technologies across the curriculum</li> <li>• Empower students' engagement in their own learning.</li> </ul> |

| Four-year goals<br>(for improving student achievement, engagement and wellbeing)  | Improvement Priorities, Initiatives and/or Dimensions | Key improvement strategies  | Targets<br>(for improving student achievement, engagement and wellbeing)  |
|---|---|---|---|
| <p>Goal 1: To improve the learning outcomes and growth for every student with a particular focus on Literacy, Numeracy and Science.</p> | <p>Building Practice Excellence</p>                   | <p><u>KIS No 1:</u> To refine our EPS Instructional Model to incorporate High Impact Teaching Strategies and to strengthen its implementation in all our teaching and learning practices.</p>                   | <p><u>TIER ONE</u> (e.g. standardised testing)</p> <p>2017-2020 Goal:</p> <ul style="list-style-type: none"> <li>• We will maintain and increase the number of students in the top two bands from Year 3 to Year 5 in all NAPLAN areas</li> <li>• To maintain students in the top two bands from Year 3 to Year 5</li> <li>• Our Relative Growth data will indicate that students will make high relative growth:               <ul style="list-style-type: none"> <li>○ Numeracy -40 %</li> <li>○ Reading - 40 %</li> <li>○ Writing - 30 %</li> </ul> </li> <li>• Tier One NAPLAN Growth targets - SPA growth spreadsheet per year of review - Year 3 and Year 5 students to achieve a minimum of 1.2 years growth in 1.0 school year.</li> </ul> <p><u>TIER TWO</u> (e.g. standardised testing selected by EPS to influence AIP goal setting)</p> <ul style="list-style-type: none"> <li>• Single Word Spelling Test to show at least a year's growth in the Spelling age.</li> <li>• PAT Reading, PAT Maths / Maths Plus and PAT Science to show at least a year's growth (using SPA Standard analysis tools.</li> <li>• Tier Two Growth targets spreadsheet (SPA) per year of review - 12 months' growth in 10 months</li> <li>• 100 % of students demonstrate individual growth of 1.0 Victorian Curriculum level in the teacher assessed Mathematics and English domains</li> </ul> <p><u>TIER THREE</u> (school / class / team based assessment - pre &amp; post testing, rubrics etc)</p> <ul style="list-style-type: none"> <li>• Ongoing targets set for Writing (VCOP) and key Mathematical areas achieving an effect size of 0.9</li> <li>• Ongoing targets set for Reading based on Fountas &amp; Pinnell Benchmarking Assessment               <ul style="list-style-type: none"> <li>○ 3, 6 and 12 month growth targets</li> <li>○ 1.2 year's growth in 10 school year</li> </ul> </li> <li>• <u>Staff Opinion Survey</u> data demonstrates improvement to :               <ul style="list-style-type: none"> <li>○ <i>Collective Efficacy</i> - from 80.4 % in 2017 to 90 % by 2020</li> <li>○ <i>Academic Emphasis</i> - from 64.6 in 2017 to 90 % by 2020</li> <li>○ <i>Guaranteed and Viable Curriculum</i> - from 82.1 % in 2017 to 90 % by 2020</li> <li>○ <i>Instructional Leadership</i> - from 86.9 % in 2017 to 93 % by 2020</li> <li>○ <i>Cultural Leadership</i> - 82 % in 2017 to 90 % by 2020</li> </ul> </li> </ul> |
|   |   | <p><u>KIS No 2:</u> To refine and embed a guaranteed and viable curriculum so there is a clear and consistent approach to teaching and learning in Literacy, Numeracy and Science.</p>                          |   |
|   |   | <p><u>KIS No 3:</u> To implement a consistent approach to the triangulation of student achievement data to drive accurate planning for student learning needs and to measure the impact of our instruction.</p> |   |
|   |   | <p><u>KIS No 4:</u> To continue to build leadership capacity within the school that drives maximum school improvement.</p>  |   |

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|--|--|---|--|
| Goal 2: Build every teacher's capacity to empower students to be more intellectually engaged, independent and self-aware learners. | Empowering Students and Building School Pride<br><br>Intellectual Engagement and Self Awareness. | <p><u>KIS No1:</u> Build teacher capacity to empower students' in their own learning.</p> <p><u>KIS No 2:</u> Consistently establish meaningful learning goals through enhanced feedback processes from teachers to students, using reflective practices, peer and self assessment.</p> | <p><u>Student Attitudes to School Survey</u> data demonstrates improvement (or at least maintenance at current levels) by the end of the School Strategic Plan period:</p> <ul style="list-style-type: none"> <li>• <i>Stimulated Learning</i> - from 87.2 % in 2017 to 92 % by 2020</li> <li>• <i>Learning Confidence</i> - from 66.6 % in 2017 to 85 % by 2020</li> <li>• <i>Advocate at school</i> - from 69.8 % in 2017 to 85 % by 2020</li> <li>• <i>Self-regulation and goal setting</i> - from 67 % in 2017 to 85 % by 2020</li> </ul> <p><u>Student Attendance target</u></p> <ul style="list-style-type: none"> <li>• Aggregate student absence data is reduced from the 2017 15.77 days average absence per student</li> <li>• To reduce unapproved absences from the 2017 unexplained absence data</li> </ul> |

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|---|---|---|---|
| Goal 3: To establish meaningful partnerships with parents and enable their active engagement in their children's learning and the life of the school community. | Building Communities                                  | <p><u>KIS No 1:</u> Develop and strengthen the three-way educational partnership with parents and families.</p> <p><u>KIS No 2:</u> Extend students' capacity to articulate and share their learning and successes in the classroom and with their parents.</p> | <ul style="list-style-type: none"> <li>• <u>Parent Opinion Survey</u> data is maintained and improved: <ul style="list-style-type: none"> <li>○ <i>School Connectedness</i> - from 90 % in 2017 to 94 % by 2020</li> <li>○ <i>General satisfaction</i> - from 90 % in 2017 to 94 % by 2020</li> <li>○ <i>Effective teaching</i> - from 85 % in 2017 to 94 % by 2020</li> <li>○ <i>Stimulating Learning</i> - from 81 % in 2017 to 94 % by 2020</li> <li>○ <i>High expectations for success</i> - from 94 % in 2017 to 95 % by 2020</li> </ul> </li> </ul> |

