

School Strategic Plan 2023-2027

Essendon North Primary School (4015)



Submitted for review by Kate Barletta (School Principal) on 08 May, 2023 at 04:20 PM

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Endorsed by Merts Kavas (School Council President) on 09 May, 2023 at 06:06 PM

School Strategic Plan - 2023-2027

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School vision	At ENPS, we are 'Global learners and leaders, exceeding expectations'.
School values	<p>We maximise the potential of all; empowering independence, excellence, innovation and engagement with the world. At ENPS we are all Brave, Bold and Connected.</p> <p>As an International Baccalaureate school offering the Primary Years Program, our values are underpinned by the attributes of the Learner Profile; Caring, Thinkers, Risk Takers, Communicators, Knowledgeable, Principled, Open Minded, Balanced, Inquirers and Reflective.</p>
Context challenges	<p>In 2023, Essendon North PS (ENPS) has 604 students and enrolments have been impacted over the past three years as a result of the global pandemic.</p> <p>In 2019 the school leadership structure and community were significantly challenged following a major asbestos incident which was disruptive and the catalyst for change. At ENPS, like all schools, the impact of COVID-19 across 2020-2022 has been significant and influenced student and staff wellbeing, engagement, attendance and performance. As a result, these added notable challenges and complexities to the 2019- 2023 Strategic Plan.</p> <p>From our self evaluation and review, we consider the school's key challenges moving into a new Strategic Plan to be:</p> <ul style="list-style-type: none"> - student wellbeing and engagement - ensuring academic growth for all students with a focus on ensuring students are challenged and learning is effectively differentiated - maintain our focus on effective teaching practices in literacy, whilst continuing to build on the teaching of mathematics.
Intent, rationale and focus	<p>Through the School Review process at the start of 2023, the Review Panel noted that our school's Performance Group in 2021 was Influence and had become a Recharge school in the 2022 ENPS School Level Report. The School Level Report indicated this was due to the percentage of students in the top two bands decreasing for both Reading and Numeracy achievement in 2022. The Review Panel also discussed the decline of positive endorsement in the AToSS for Stimulated Learning and Sense of Confidence in 2022 and how this may be linked to the reduced percentage of students achieving in the top two bands. The Review Panel understood that tracking Benchmark Growth had been impacted by no NAPLAN assessments taking place in 2020. They also acknowledged that the 2021 Year 5 cohort were stronger than the 2022 Year 5 cohort, evidenced by the percentage of students in the top two bands of NAPLAN. It was agreed that further investigation into the extent teachers were effectively differentiating the learning for all students would help identify strategies to further enhance students' engagement.</p>

In the previous Strategic Plan, we partially met our goal to enhance student engagement in learning. This was supported by the key improvement strategy 'To build teacher capacity to enable student agency'. The Review Panel discussed the decline of positive endorsement in the 2022 AToSS and POS for Student voice and agency. Throughout Validation day fieldwork observations, the Review Panel noted few examples of students having agency in their learning. The Panel agreed that they needed to gather further information about how teachers were enabling students to have some agency in their learning.

The Review Panel heard how the school had focused on supporting students and their families to reconnect with onsite learning after periods of remote learning over the past strategic plan period. As a school, we had partially met our previous strategic plan goal to enhance student wellbeing. The Panel heard about the range of wellbeing initiatives the school had implemented and agreed that further investigation was required to ascertain the positive impact of the current wellbeing initiatives.

Through this new Strategic Plan, our school's intent is to support the learning and wellbeing of all students, while developing the professional knowledge and practice of our staff. This is important in connecting the wellbeing of students to their learning, maximising their social, emotional and academic potential.

Over the four years of the strategic plan, this will unfold by maintaining the focus of the past strategic plan of literacy, while pursuing the priority focus on learning and teaching of mathematics. The student engagement and wellbeing initiatives already engaged (The Resilience Project, Respectful Relationships, School-wide Positive Behaviour and Disability Inclusion) will all be further rolled out and planned for systematic uptake by all stakeholders.

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Goal 1	Optimise the learning growth for every student in literacy and numeracy.
Target 1.1	<p>NAPLAN Benchmark Growth: By 2026, increase the percentage of students making above Benchmark Growth from Year 3 to Year 5 for:</p> <ul style="list-style-type: none"> • Reading from 31 per cent in 2021 to be above 36 per cent • Numeracy from 29 per cent in 2021 to be above 34 per cent.
Target 1.2	<p>Victorian Curriculum: By 2026, to increase the percentage of Prep – 6 students at each year level, making at and above expected growth over one year, as assessed by teachers in Semester 2 for:</p> <ul style="list-style-type: none"> • Reading and Viewing, from 89 per cent in 2022 to 95 per cent • Writing from 87 per cent in 2022 to 92 per cent • Number and Algebra from 86 per cent in 2022 to 91 per cent.
Target 1.3	<p>School Staff Survey: By 2026, to increase the positive endorsement for the factors of:</p> <ul style="list-style-type: none"> • For all staff: Academic Emphasis from 69 per cent to 74 per cent. <p>For teachers:</p> <ul style="list-style-type: none"> • Use of student feedback to improve practice from 73 per cent in 2021 to 78 per cent • Understanding formative assessment from 83 per cent in 202 to 87 per cent. • Professional learning through peer observations from 33 per cent to 40 per cent.
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum</p>	<p>Consistently embed all elements of the school's instructional models</p>

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Use of formative assessment to inform teaching practices that individualise the learning.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Use the PLC model to enhance evidence-based teaching practices.
Goal 2	Empower all students as active learners to improve engagement and learning outcomes.
Target 2.1	<p>Victorian Curriculum: By 2026, to increase the percentage of Prep – 6 students at each year level to be at or above expected level, as assessed by teachers in Semester 2 for:</p> <ul style="list-style-type: none"> • Reading and Viewing, from 89 per cent in 2022 to 94 per cent • Writing from 87 per cent in 2022 to 92 per cent • Number and Algebra from 86 per cent in 2022 to 91 per cent.
Target 2.2	<p>Attitudes To School Survey: By 2026, increase the percentage of positive endorsement for:</p> <ul style="list-style-type: none"> • Sense of confidence from 74 per cent in 2022 to 79 per cent • Student voice and agency 53 per cent in 2022 to 58 per cent • Stimulated learning from 72 per cent in 2022 to 77 per cent • Motivation and interest 74 per cent in 2022 to 78 per cent.
Target 2.3	Parent Opinion Survey: By 2026, increase the percentage of positive endorsement for the factors of:

	<ul style="list-style-type: none"> • Stimulating learning environment from 74 per cent in 2022 to 79 per cent • Student agency and voice from 76 per cent in 2022 to 81 per cent.
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build a shared understanding of student agency across the school community.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher practice in using the HITS, with a focus on metacognition and feedback.
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build teacher capacity to co-design opportunities for students to exercise agency in their learning.
Goal 3	Maximise the personal and social capabilities of every student.
Target 3.1	Attitudes To School Survey: By 2026, increase the percentage of positive endorsement for: <ul style="list-style-type: none"> • Emotional awareness and regulation from 67 per cent in 2022 to 72 per cent • Managing bullying from 74 per cent in 2022 to 79 per cent • Advocate at school 80 per cent in 2022 to 85 per cent • Sense of inclusion 84 per cent in 2022 to 89 per cent.

Target 3.2	Victorian Curriculum: By 2026, increase the percentage of Prep – 6 students at each year level achieving above expected level in the Personal and Social Capabilities, as assessed by teachers in Semester 2, from 15 per cent in 2022 to be at or above 20 per cent.
Target 3.3	Parent Opinion Survey: By 2026, increase the percentage of positive endorsement for the factors of: <ul style="list-style-type: none"> • Student Motivation and support from 72 per cent 2022 to 77 per cent • Confidence and resiliency skills from 81 per cent in 2022 to 85 per cent.
Key Improvement Strategy 3.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed and refine the existing wellbeing initiatives.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build professional knowledge to assess and monitor the Personal and Social Capabilities.
Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build a school-wide approach to supporting students requiring reasonable adjustments.