

# School Strategic Plan 2019-2023

Stevensville Primary School (5047)



Submitted for review by Leanne Keane (School Principal) on 22 August, 2019 at 10:19 PM  
Endorsed by Anne Fox (Senior Education Improvement Leader) on 23 August, 2019 at 07:56 AM  
Awaiting endorsement by School Council President

# School Strategic Plan - 2019-2023

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<b>School vision</b>	At Stevensville we develop confidence, resilience and empowerment to achieve our full potential and master lifelong learning.
<b>School values</b>	Our School Values of Respect, Responsibility and Trust, set out our expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. They acknowledge the diversity of individuals in our school community and address the shared commitment of all members in building a safe, respectful and trusting school community.
<b>Context challenges</b>	The self-evaluation and review highlighted the following key challenges: <ul style="list-style-type: none"><li>• Developing consistency in instructional practice</li><li>• Improving outcomes in reading with particular reference to the alignment of teacher judgement and NAPLAN results</li><li>• Building collective efficacy and improving school climate</li><li>• Strengthening data literacy and the PLC cycle</li></ul>
<b>Intent, rationale and focus</b>	In response to data evaluation and the review process, Stevensville Primary School is committed to improving student learning outcomes in reading and number & algebra. The school will foster learning opportunities to support and enhance the learning of every student within a culture of high expectations. Our key levers will focus on: <ul style="list-style-type: none"><li>• Building the instructional practice of teachers and embedding a consistent instructional model</li><li>• Creating an enhanced and engaging learning environment through the promotion of student voice and developing the capacity of students to become independent and reflective learners.</li></ul>

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<b>Goal 1</b>	Improve student achievement in reading
<b>Target 1.1</b>	By 2023, the percentage of students achieving in NAPLAN two top bands for reading will increase: <ul style="list-style-type: none"> <li>• at Year 3 from 19% (2018) to 35% or above</li> <li>• at Year 5 from 15% (2018) to 25% or above</li> </ul>
<b>Target 1.2</b>	By 2023 the percentage of Year 5 students (matched cohort) with high and medium growth in NAPLAN reading will increase from 69% (2018) to 75% or above
<b>Target 1.3</b>	By 2023, the percentage of students at or above the age expected level in Victorian Curriculum reading and viewing teacher judgments will increase from 62% (2018) to 75% or above
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build the capacity of staff and leaders to effectively lead teams to drive a cycle of continuous improvement
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build curriculum knowledge and agreed instructional practice in reading
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Build a whole school and team approach to the use of data to inform differentiated planning, curriculum delivery and measuring the impact on learning in reading
<b>Goal 2</b>	Improve student achievement in number and algebra
<b>Target 2.1</b>	By 2023, the percentage of students achieving in the NAPLAN two top bands for numeracy will increase: <ul style="list-style-type: none"> <li>• at Year 3 from 10% (2018) to 25% or above</li> <li>• at Year 5 from 15% (2018) to 27% or above</li> </ul>

<b>Target 2.2</b>	By 2023 the percentage of Year 5 students (matched cohort) with low relative growth in NAPLAN numeracy will decrease from 36% (2018) to 25% or below
<b>Target 2.3</b>	By 2023, the percentage of students at or above the age expected level in Victorian Curriculum number and algebra teacher judgments will increase from 65% (2018) to 77% or above
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build the capacity of staff and leaders to effectively lead teams to drive a cycle of continuous improvement
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build curriculum knowledge and agreed instructional practice in number and algebra
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Build a whole school and team approach to the use of data to inform differentiated planning, curriculum delivery and measuring the impact on learning in number and algebra
<b>Goal 3</b>	Empower students as learners and improve student sense of wellbeing
<b>Target 3.1</b>	By 2023 improve the percentage of positive responses on the Student Attitudes to School Survey for the factors: <ul style="list-style-type: none"> <li>• Managing bullying from 60% (2018) to 80% or above</li> <li>• Student voice and agency from 57% (2018) to 85% or above</li> <li>• Classroom behaviour from 58% (2018) to 80% or greater</li> <li>• Respect for diversity from 57% (2018) to 80% or above</li> </ul>
<b>Target 3.2</b>	By 2023 improve the percentage of positive responses on the Staff Opinion Survey for the factors: <ul style="list-style-type: none"> <li>• Collective efficacy from 27% (2018) to 70% or above</li> <li>• Trust in students and parents from 12.6% (2018) to 65% or above</li> <li>• Parent and community involvement from 21% (2018) to 60% or above</li> </ul>
<b>Target 3.3</b>	By 2023 improve the percentage of positive responses on the Parent Opinion Survey for the factors: <ul style="list-style-type: none"> <li>• Stimulating learning environment to remain at or above 85%</li> <li>• Managing bullying to remain at or above 84%</li> </ul>

<b>Target 3.4</b>	By 2023 decrease the Foundation-Year 6 average absence per year from 22.92 days (2018) to 16 days or below
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Develop and implement school-wide systems that build a culture of positive behaviour and student wellbeing
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Activate student voice and agency in learning