

# School Strategic Plan 2018-2022

Churchill Primary School (4970)



Submitted for review by Jacquie Burrows (School Principal) on 14 December, 2018 at 12:08 PM

Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 14 December, 2018 at 12:15 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2018-2022

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<b>School vision</b>	Churchill Primary School will be creating a school vision with the school community early in 2019. As present, the school vision is Promoting Safe, Healthy and Respectful Communities.
<b>School values</b>	Churchill Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people. The Statement of Values: Respectful Positive Learners, sets out our behavioural expectations of all members in the school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.
<b>Context challenges</b>	Churchill Primary School Student Family Occupation (SFO) Index is 0.7707 and the Student Family Occupation Education (SFOE) Index is 0.6353. Many students have experienced and continue to experience significant trauma and chronic stress. School data shows 43.6% of students currently enrolled began their schooling at another school. The Attitudes to School Survey show 21% of students do not feel connected to school. Although attendance has improved and unexplained days has decreased, it is above the State average.
<b>Intent, rationale and focus</b>	Churchill Primary School aims to provide a safe, supportive and calm school environment with staff skilled in working with students and their families from a background of generational poverty and trauma. The school recognises the impact of trauma and chronic stress on child development and classroom learning. The school implemented aspects of the School Wide Positive Behaviour Framework and Berry Street Educational Model and professional learning around generational poverty and the impact of trauma on students during 2018. Continuing to build teachers' capacity to improve their skills in managing behaviour and develop supportive relationships with students and their families so they feel connected to school, will be a focus of 2019. The curriculum priority will be to improve learning outcomes and growth in Reading with a focus on a low variance curriculum across the school using evidence based practices and high impact teaching strategies.

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<b>Goal 1</b>	To improve student outcomes in Reading
<b>Target 1.1</b>	<i>By the time of the next review, the percentage of Year 5 students (matched cohort) assessed as medium to high growth<sup>1</sup> in NAPLAN reading will increase by 7 per cent from 63 per cent to 70 per cent.</i>
<b>Target 1.2</b>	<i>By the time of the next review, the percentage of Year 3 students assessed in the top two bands in NAPLAN Reading will increase by 9 per cent from 41 per cent to 50 per cent.</i>
<b>Target 1.3</b>	<i>By the time of the next review, the percentage of Year 5 students assessed in the top two bands in NAPLAN Reading will increase by 33 per cent from 17 per cent to 50 per cent.</i>
<b>Target 1.4</b>	<i>By the time of the next review, the percentage of Year 5 students assessed in the bottom two bands or were exempt in NAPLAN Reading will decrease by at least 37 per cent from 57 per cent to less than 20 per cent.</i>
<b>Key Improvement Strategy 1.a</b> Strategic resource management	Develop a culture of strategic thinking, planning, monitoring and evaluation which informs resource allocation, through the use of an improvement cycle to ensure school improvement is sustained. (SMR)
<b>Key Improvement Strategy 1.b</b> Instructional and shared leadership	Develop an instructional leadership team which can facilitate high levels of pedagogical practices and effectively lead school improvement initiatives.(ISL)

<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Develop and implement a low variance curriculum for reading which is implemented Prep–Year 6 to inform teacher planning and practice.(CPA)
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Build the capacity of school leaders and teachers to develop a deep understanding of evidence–based research and data literacy to inform curriculum, planning and teacher practice.(BPE)
<b>Key Improvement Strategy 1.e</b> Building practice excellence	Embed a professional learning culture that is based on collaboration, reflection and feedback.(BPE)
<b>Goal 2</b>	To improve student engagement in learning
<b>Target 2.1</b>	<i>By 2022, the average number of absent days will decreased by 5.0 days from 19.7 days to 14.7 days.</i>
<b>Target 2.2</b>	<i>By 2022, the percent endorse in Student AToSS for ‘Simulating Learning’ will increase by 9 per cent from 71 per cent to 80 per cent.</i>
<b>Target 2.3</b>	<i>By 2022, the percent endorse in Student AToSS for ‘Student Voice and Agency’ will increase by 10 per cent from 75 per cent to 85 per cent.</i>
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Develop a whole school commitment to the school’s vision and values and a culture of high expectations. (SEPI)
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Establish and sustain processes to gain regular feedback from students in relation to school climate and learning. (ESBP)

<b>Key Improvement Strategy 2.c</b> Building practice excellence	Establish effective transition practices into and across the school which support academic and social needs.(BPE)
<b>Goal 3</b>	To build a professional leadership structure to lead change that will improve student achievement, engagement and wellbeing outcomes
<b>Target 3.1</b>	<i>Build whole school capacity in FISO dimensions of: Building practice excellence, Curriculum planning and assessment from Emerging to the level of Evolving to Embedding by 2022.</i>
<b>Target 3.2</b>	<i>Build capacity in the FISO Leadership dimensions of Building leadership teams, Instructional and shared leadership, Strategic resource management and Vision, values and culture from Emerging to the level of Evolving to Embedding by 2022.</i>
<b>Target 3.3</b>	<i>By 2022, the whole school per cent endorsement in the SSS for the School Leadership module will increase by 15 per cent from 63 per cent to 78 per cent.</i>
<b>Target 3.4</b>	<i>By 2022, the whole school per cent endorsement in the SSS for the Professional Learning module will increase by 15 per cent from 66 per cent to 81 per cent.</i>
<b>Key Improvement Strategy 3.a</b> Vision, values and culture	Create an educational vision to inform a whole school approach to teaching and learning(VVC)
<b>Key Improvement Strategy 3.b</b> Building leadership teams	Build the capabilities of the school leadership to lead and evaluate change. (BLT)

<b>Key Improvement Strategy 3.c</b> Instructional and shared leadership	Build leaders capacity to establish structures and processes to build the instructional practice across the school (ISL)
<b>Key Improvement Strategy 3.d</b> Strategic resource management	Construct operational processes to ensure resource allocation supports the implementation of the SSP. (SRM)