

# School Strategic Plan 2018-2022

Jeparit Primary School (2988)

Jeparit



Primary School

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# School Strategic Plan - 2018-2022

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<p><b>School vision</b></p>	<p>Jeparit Primary School is a small rural school that had 22 students enrolled in 2018 and 25 in 2017. Our school is a part of a rural schools' cluster including Beulah, Rainbow P-12, Hopetoun P-12, Yaapeet and St Joseph's. The student numbers have remained stable this past few years. The proportion of students with low socio-economic backgrounds remained high in 2018. Our primary school purpose is to provide our students with a sound educational foundation locally on which to build a lifetime of learning habits and outlooks. The school, established in 1889, aims to provide students with the fundamental values, skills and opportunities that a young person needs if they are to find their way in the 21st Century. The academic, cultural and sporting aspirations of the students are facilitated by a dedicated staff. In 2018 Jeparit PS had 3.0 equivalent full-time staff: 1 Principal class, 1 teacher (0.4), 1 teacher 0.2 and a 0.8 Education Support Staff (a bursar and teacher aide). Facilities include permanent classrooms, a computer for every student, a school hall and a swimming pool.</p>
<p><b>School values</b></p>	<p>The school challenges teachers, students, parents and friends of the school to raise expectations and levels of achievement with the aim of making every child feel that they do matter.</p> <p>To achieve that, we value:</p> <ul style="list-style-type: none"> <li>* Learning and achievement.</li> <li>* The absolute safety of our children in all aspects of their school life.</li> <li>* Creativity and risk taking.</li> <li>* Integrity, teamwork and respect for others.</li> <li>* Diversity and fairness.</li> </ul>
<p><b>Context challenges</b></p>	<p>Presently our context has indicated that variation in teacher practice, particularly in the implementation of the Literacy and Numeracy Strategy, required further development to improve student learning outcomes. Teacher capacity to implement effective teaching strategies in literacy varied and further professional development would support enhanced teacher practice.</p> <p>The review fieldwork identified that student voice and agency in learning was emerging practice for teachers and learning was mostly teacher directed, with minimal student interaction around learning. Practice varied between teachers and it was agreed that the building of teacher understanding and capacity in student voice and agency would enhance student engagement in learning.</p> <p>The recent review identified the need for further development of school-created scope and sequence documentation in all areas of the curriculum, particularly in literacy and numeracy. Student outcomes data indicated some students were not at or above the expected level in English and Mathematics and it was agreed that improved scope and sequence documentation would better inform teacher planning for differentiated learning, and ensure student learning progress and improved achievement outcomes. Our school</p>

	<p>is in an area of low affordability housing and we get many people moving in and out. Behaviour of our students is generally good but at times managing student issues can be challenging. Lastly our school values social equity for every student and excursions and opportunities are provided in a similar manner to much larger schools.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Firstly ensuring our students develop English and Mathematical skills to recognised standards is a high priority. Our school strives to ensure the wellbeing of all our students across the broad spectrum of our school life and we encourage strong and close relationships with the broader community. Jeparit Primary School also believes in offering students a broad range of activities and cultural events outside the local area that they may not yet have had the opportunity to experience.</p>

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<b>Goal 1</b>	Improve individual student learning growth and outcomes in literacy.
<b>Target 1.1</b>	<ul style="list-style-type: none"><li>• By 2022 all Year 5 students (in the matched school cohort) who participate in NAPLAN will achieve medium or high relative learning growth in reading and writing.</li></ul>
<b>Target 1.2</b>	<ul style="list-style-type: none"><li>• By 2022 100% of students who participate in NAPLAN will achieve in the top four bands in reading and writing.</li></ul>
<b>Target 1.3</b>	<ul style="list-style-type: none"><li>• Each year of the SSP, all students will achieve at least twelve months learning growth in English based on teacher judgements against the Victorian Curriculum.</li></ul>
<b>Target 1.4</b>	<p>By 2022 improve the percentage of positive responses to the following factors of the School Staff Survey (SSS):</p> <ul style="list-style-type: none"><li>• Applicability of professional learning from ...% to ...% (to be finalised based on 2019 baseline data)</li><li>• Collective participation from ...% to ...% (to be finalised based on 2019 baseline data)</li><li>• Active participation from ...% to ...% (to be finalised based on 2019 baseline data)</li><li>• Feedback from ...% to ...% (to be finalised based on 2019 baseline data)</li></ul>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop an agreed approach to the effective teaching of literacy.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build teacher capacity to plan, deliver and assess individualised literacy programs
<b>Goal 2</b>	Inspire and empower students in their learning.
<b>Target 2.1</b>	By 2022 improve the percentage of positive responses to the following factors of the Attitudes to School (ATOS) survey: <ul style="list-style-type: none"> <li>• Stimulated learning from 69% to 80% or greater</li> <li>• Classroom behaviour from 72% to 80% or greater</li> <li>• Learning confidence from 75% to 85% or greater</li> <li>• Student voice and agency from 63% to 75% or greater.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Embed student voice and agency in student learning. (ES&BSP)
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Enhance personalised learning for students to stimulate interest, curiosity, promote questioning and connect learning to the real world. (ES&BSP)
<b>Goal 3</b>	Improve student achievement and learning growth in all areas of learning.
<b>Target 3.1</b>	<ul style="list-style-type: none"> <li>• By 2022 all students who participate in NAPLAN will achieve in the top 4 bands in numeracy</li> </ul>

<b>Target 3.2</b>	<ul style="list-style-type: none"> <li>• By 2022 all Year 5 students (in the matched school cohort) who participate in NAPLAN will achieve medium or high relative learning growth in numeracy.</li> </ul>
<b>Target 3.3</b>	<ul style="list-style-type: none"> <li>• Each year of the SSP, all students will achieve at least twelve months learning growth in all learning areas, including Mathematics, based on teacher judgements against the Victorian Curriculum.</li> </ul>
<b>Target 3.4</b>	<ul style="list-style-type: none"> <li>• By 2022 improve the School Climate module percentage of positive responses for academic emphasis from 78% to 85%.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Develop a whole school approach to teaching and learning practices. (CP&A)
<b>Key Improvement Strategy 3.b</b> Evidence-based high-impact teaching strategies	Develop and implement a systematic approach to setting, monitoring, and reflecting on challenging goals and providing effective feedback for all students and teachers. (EBHITS)