

School Strategic Plan 2022-2026

Shepparton East Primary School (1713)



Submitted for review by Leslie Walsh (School Principal) on 14 November, 2024 at 10:32 AM

Endorsed by Claire Kelly (Senior Education Improvement Leader) on 14 November, 2024 at 10:34 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

Shepparton East Primary School (1713)

School vision	Shepparton East Primary School provides a happy, safe and inspiring environment that promotes academic excellence and empowers students to become life-long learners and respectful, resilient global citizens. We aim to develop the whole student and to support learners to become curious, reflective and critical in their thinking.
School values	Shepparton East Primary School is committed to the implementation of a whole school approach to Positive Behaviour support for engagement and learning. Our approach aligns academic and behavioural systems to create an emphasis on explicitly teaching, monitoring, and rewarding appropriate behaviour. Our four values are: - Care for Yourself - Care for Others - Care for your Learning - Care for your School
Context challenges	Shepparton East Primary School is located in the City of Greater Shepparton, approximately 8 kilometres from the Shepparton Central Business District. The school is located 197 kilometres north of Melbourne. The school was founded in 1876. The school grounds include one main building with central open space between four classrooms and administration areas. The school has one refurbished old school building housing a library and physical education office. There are four double portable classrooms and one art room. The grounds include three separate adventure playgrounds, shaded seating areas and two ovals. The grounds include native plantings in garden areas. Enrolments at the time of the review were approximately 256 students. Over the past four years, enrolments have remained steady. The Student Family Occupation (SFO) index was 0.38 in 2018 and the Student Family Occupation Education (SFOE) index was 0.4021 in 2022. The school consists of twelve classrooms that foster open learning, an administration area and other facilities including a Library, Art room and Multi-purpose room. The school has 21.05 equivalent full time staff: 1.0 Principal Class, 1.0 Assistant Principal, 15.0 Teachers, 4.05 Education Support staff and an 0.8 Chaplain. In addition to this, SEPS also offers Guitar, Piano and Choir lessons through specialist personnel. The school community enjoys extensive grounds with ample play areas including two ovals, three playground equipment areas.

	The school is committed to providing a safe, supportive and stimulating learning environment where teachers have high expectations for student learning. To ensure programs and pedagogy is consistent, staff plan in year level teams, providing differentiated learning through fluid ability grouping in reading, writing and mathematics. In 2022, Shepparton East PS became a PLC Link school through it's strong knowledge and understanding of the Professional Learning Communities practices, improving targeted teaching and professional conversations through effective teacher practice and data analysis. Our school practises School Wide Positive Behaviours, promoting the values: Care for Yourself, Care for Others, Care for Your Learning and Care for Your School. Through the explicit teaching of these values, the Respectful Relationships and Resilience Project curriculum, and our chaplaincy program, the school provides an inclusive and supportive environment. We are able to provide our students, parents and staff with one on one support when needed and also run a number of valuable programs such as a Breakfast Club on Wednesdays. In 2022, our school is 1 of 20 schools nationally to be supported by Coles financially in the full implementation of the Resilience Project. Challenges from the above context are that with the pandemic in 2019-2022, we have seen a changing workforce and the need to continually up-skill new staff in a consistent pedagogy. School structures, supports and systems have required ongoing refinement, particularly in mental health and wellbeing, with this being reflected in the changing leadership profile, professional learning and programs offered. These challenges have also been seen as opportunities for the school, as we have been able to provide increased resources and expertise, impacting on the high quality teaching and learning provided.
Intent, rationale and focus	With school numbers steady, over the course of this strategic plan, the school will be in a position to consolidate both its workforce and practice. Through a consistent leadership team and targeted professional development, the school will build teacher capability to utilize data and a range of assessment strategies to teach to each student's point of learning and evaluate the impact of teaching on learning. Prioritising the implementation of the Victorian Teaching and Learning Model, a refinement of roles and supports will both increase the capacity of staff to provide a consistent pedagogy as well as increase literacy and numeracy outcomes. To further enhance the positive climate and engagement for learning in the school, a priority will be to refine our whole school inquiry model to ensure a clear purpose, consistency of practice and clear links to the Victorian Curriculum domains and standards. Student and staff wellbeing will be prioritised after years of impact due to the pandemic. Ensuring the school has supportive structures and strategies in place to build upon this is paramount. Student voice, agency and leadership through implementation of the Amplify strategies will also be a key focus over the course of this Strategic Plan.

School Strategic Plan - 2022-2026

Shepparton East Primary School (1713)

Goal 1	To improve student learning achievement and growth in literacy
Target 1.1	By 2026, improve the percentage of student growth in NAPLAN from Year 3 to 5 assessed as strong and exceeding in: • Reading from 69% 2024 to 82% 2026 • Writing from 78% 2024 in strong to 80% 2026 (60% strong 20% exceeding)
Target 1.2	By 2026, increase the percentage of students in exceeding in NAPLAN in Year 3 Writing from 0% (2024) to 20%. By 2026, reduce the percentage of students in exceeding in NAPLAN in Year 5 Writing from 0% (2024) to 20%.
Target 1.3	By 2026, increase the percentage of P - 6 students working above level against the Victorian Curriculum in: • Reading from 22% (2021) to 30% • Writing from 6% (2021) to 20%
Target 1.4	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measure: • Improve teacher collaboration from 78% (2021) to 85%

Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop a consistent approach to diagnostic, formative, and summative assessment in literacy.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent and rigorous pedagogical approach for implementing the whole school literacy program.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity in the teaching of Spelling and Writing
Goal 2	To improve student learning achievement and growth in Numeracy
Target 2.1	By 2026, improve the percentage of student growth in NAPLAN from Year 3 to 5 assessed as strong and exceeding in: Numeracy from 47% 2024 to 67% 2026
Target 2.2	By 2026, increase the percentage of P - 6 students working above level against the Victorian Curriculum in Number and Algebra from 17% (2021) to 25%.

Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build student capacity to solve and teacher capacity to plan open ended problems in mathematics
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop and embed whole school curriculum planning and assessment practices in Numeracy
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build capacity of teachers to differentiate learning to meet student needs
Goal 3	To strengthen the connectedness, resilience and wellbeing of all students
Target 3.1	By 2026, increase the percent positive responses score on AToSS for Years 4-6 in the factors: • Student voice and agency from 59% (2022) to 75% • Managing bullying from 69% (2022) to 80% • High level of resilience from 5% (2022) to 20%
Target 3.2	By 2026, decrease the percentage of students with 20 or more absence days?from 32% (2021) to 25%.

Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks.
Key Improvement Strategy 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff and student capacity to set challenging learning goals that enable students to monitor their own growth.
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 the student wellbeing and their capacity to be resilient