

School Strategic Plan 2019-2023

Vermont Primary School (1022)



VERMONT
PRIMARY
SCHOOL

Learning For Our Future

Submitted for review by Helen Murphy (School Principal) on 11 September, 2019 at 07:50 AM

Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 22 November, 2019 at 12:03 PM

Endorsed by Sharon Govenlock (School Council President) on 24 November, 2019 at 09:49 PM

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<p>School vision</p>	<p>SUPPORT – GROW – NUTURE</p> <p>To support students’ social, emotional and academic development and to ensure that they reach their potential. To achieve this Vermont Primary School encourages and promotes a safe, inclusive and challenging learning environment that respects Student Agency and Student Voice.</p>
<p>School values</p>	<p>The Vermont Primary School Values are:</p> <ul style="list-style-type: none"> • To be Respectful. • To be Responsible. • To Care. • To Strive. <p>The student oath is:</p> <p>At Vermont Primary School we are learning for our future. We remember our responsibilities and care for everyone and the environment. We honour and respect our school, our parents, our community and our country. We strive to achieve our goals and help others to achieve theirs.</p> <p>The Vermont Primary School Staff Motto is:</p> <p>We are leaders and learners guiding leaders and learners. We will provide a supportive community, that develops self-esteem, positive values, respect for others, cultural diversity and an appreciation of globalisation.</p>
<p>Context challenges</p>	<p>Vermont Primary School (VPS) was founded in 1869. The school grounds are comprised of 10 buildings which include classroom wings, a large stadium, Administration area and Sick Bay, Art Room, Original School Building, Library and Digital Technology Lab, a Learning Centre and three double portable buildings. The grounds include three separate playgrounds, five basketball and netball courts and a small oval. VPS has use of the Vermont Reserve, which is adjacent to the school grounds, at lunchtime and for sports. Enrolments at the time of the Strategic Plan were approximately 716 students. Over the past four years, enrolments increased by 92 students. The Student Family Occupation Education (SFOE) index was 0.1522 in 2019. The Student Family Occupation (SFO)</p>

	<p>index was 0.2120 in 2019.</p> <p>There is a strong commitment to developing literacy and numeracy skills at the school. Specialist subjects are provided in Physical Education, Music, Visual Arts, Indonesian and Digital Technology. VPS offers a 3 and 4 year old Kindergarten Program where there are approximately 110 students.</p> <p>There has been an increase in the number of Language Background Other Than English students over the last 10 years, we currently have 336 EAL students. Continued predicted growth in enrolments is expected over the next four years. The number of transient students is low. There are 7 students supported by the Program for Students with Disabilities in 2019.</p> <p>VPS has 62.72 equivalent fulltime teachers which includes a Principal, 2 Assistant Principals, 1 Leading Teacher, 3 Learning Specialists and four Kindergarten teachers. The school employs 19 educational support staff of which 5 are in the office, 3 are fully qualified First Aid staff and 4 are volunteer support staff.</p> <p>We have developed Educational Partnerships with consultants through the University of Melbourne's Network of School's program. All decisions made at VPS are evidence-based and have the students at the heart of the decision making process.</p> <p>Main Challenges</p> <ul style="list-style-type: none"> • Meeting the needs of the growing EAL population. • Improving the learning gain of students from Year 3 to 5 across all subject areas as measured by NAPLAN. • Aligning the Teacher Judgements with NAPLAN results in Year 3 across all subject areas. • Enhancing Student Voice and Agency opportunities for all students. • Growing school population (with degrading building infrastructure and lack of classrooms, exacerbated by recent catchment zoning changes.)
<p>Intent, rationale and focus</p>	<p>At VPS we are committed to achieving greater consistency of best practice in English and Mathematics across the school. We aim to achieve this through embedding the whole school Instructional Practice Model, PLC Model and agreed Assessment practices and schedules for English and Mathematics. During the review process it became evident that the analysis of teacher judgement and NAPLAN data indicated a misalignment, with NAPLAN data revealing a higher percentage of students working above the expected level in Year 3.</p> <p>To complement the focus on consistent practice in English and Mathematics, we want to provide more opportunities for authentic learning through a considered focus on Student Agency and Voice. This will provide a greater level of student engagement in their own learning and for students to take ownership and responsibility to become more independent and self-regulatory learners. VPS has excellent opportunities for Student Voice through the leadership programs, however, we recognise that Student Agency requires</p>

further refinement and development.

Analysis of student and parent Opinion Surveys indicated that resilience was an area for improvement. Staff have also identified that students lack resilience in dealing with some social situations, loss or challenges. In response to this, in 2019, the school introduced the Resilience Project as a resource to assist in addressing this area of social and emotional development.

Our priorities and focus areas:

- Build middle leadership capacity to implement a Professional Learning Community approach.
- Implement a Professional Learning Community approach to build teacher practice and collaboration in Reading and Writing.
- Build teacher capacity to interpret and use student data to teach at point of need.
- Develop a whole school understanding of Student Voice and Agency and build teacher capacity to activate it in the classroom.
- Co-design opportunities for students to exercise authentic agency in their learning.
- Build teacher and student capacity to set aspirational goals, reflect on their learning and plan for the future.
- Develop a whole school understanding of resilience skills and behaviours.
- Build the capacity of all members of the school community to apply resilience skills and behaviours.
- Build teacher knowledge and capacity to meet the needs of vulnerable student cohorts.

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Goal 1	Improve student outcomes in literacy
Target 1.1	By 2023, reduce NAPLAN low growth in Reading from 19 per cent (2018) to 15 per cent
Target 1.2	Improve high growth in NAPLAN Writing from 28 per cent (2018) to 40 per cent by 2023
Target 1.3	Reduce the percentage difference between NAPLAN and teacher judgements in Year 3 Reading, from 30 per cent (2018) to 15 per cent and Writing from 47 per cent (2018) to 20 per cent by 2023
Key Improvement Strategy 1.a Building leadership teams	Build middle leadership capacity to implement a Professional Learning Community approach
Key Improvement Strategy 1.b Building practice excellence	Implement a Professional Learning Community approach to build teacher practice and collaboration in Reading and Writing.
Key Improvement Strategy 1.c Evaluating impact on learning	Build teacher capacity to interpret and use student data to teach at point of need
Goal 2	Empower students to become self-regulated learners

Target 2.1	By 2023, the percentage of positive endorsement in the AToS variable of Student Voice and Agency will improve from 59 per cent (2018) to 72 per cent
Target 2.2	By 2023, the percentage of positive endorsement in the AToS variable of School Connectedness (Sense of Belonging) for boys will improve from 74 per cent (2018) to 84 per cent
Target 2.3	By 2023, improve the component of 'Use Student Feedback to Inform their Teaching Practice' in the Staff Opinion Survey from 81.5 per cent (2018) to 90 per cent
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a whole school understanding of student voice and agency and build teacher capacity to activate it in the classroom
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Co-design opportunities for students to exercise authentic agency in their learning
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build teacher and student capacity to set aspirational goals, reflect on their learning and plan for the future
Goal 3	Improve student wellbeing
Target 3.1	By 2023, improve the percentage endorsement of Resilience in the AToS from 78 per cent (2018) to 86 per cent

Target 3.2	<p>By 2023, improve the percentage of positive endorsement in the School Staff Survey for the following components by 10 per cent, using 2019 as baseline data</p> <ul style="list-style-type: none"> • Build Resilience and a Resilient Supportive Environment • Staff Safety and Wellbeing Consultation and Participation
Target 3.3	<p>By 2023, improve the percentage endorsement in the Parent Opinion Survey, in the component of Managing Bullying “My Child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviours” from 80 per cent (2018) to 88 per cent</p>
Key Improvement Strategy 3.a Health and wellbeing	<p>Develop a whole school understanding of resilience skills and behaviours</p>
Key Improvement Strategy 3.b Health and wellbeing	<p>Build the capacity of all members of the school community to apply resilience skills and behaviours</p>
Key Improvement Strategy 3.c Health and wellbeing	<p>Build teacher knowledge and capacity to meet the needs of vulnerable student cohorts</p>