**School Strategic Plan 2020-2024**

Skipton Primary School (0582)



Submitted for review by Nicholas Keating (School Principal) on 04 June, 2021 at 02:58 PM  
Endorsed by Michelle Miller (Senior Education Improvement Leader) on 14 July, 2021 at 01:35 PM  
Awaiting endorsement by School Council President

**School Strategic Plan - 2020-2024**

Skipton Primary School (0582)

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| School vision | The school's vision statement for 2021-2024 will remain the same as the previous SSP period.  The school's vision is to "Educate successful leaders, confident and creative individuals and active and informed citizens." |
| School values | The school operates with two sets of values. These are lived and unpacked at the school on a regular basis.  For students, the four values at our school are to be healthy, to lead and achieve, to be respectful and caring and to be responsible.  For staff, the trademark behaviours that guide our interactions and decisions are - We are supportive and inclusive in everything we do. - We are always respectful and constructive. - We are passionate, productive and professional. - We are relentless in the pursuit of excellence. |
| Context challenges | Skipton Primary currently has 77 enrolments. The school has less than 5 PSD students, no Koorie students and no students whose language background is other than English.  The school is well placed to ensure excellence and equity for all students in the coming four years. |
| Intent, rationale and focus | The school has defined two clear goals for 2021-2024. The first is to maximise improvement in student outcomes. This goal continues to be an important measure of the school's ability to provide effective educational services to the students it serves. The second goal is to strengthen student voice and agency in learning, with a particular focus on agency in learning. This goal has arisen as a next step for the school, since the review's completion. Woven into the two goals are a number of strategies that will continue to strengthen this school. These include increased collaboration (within and beyond the school), further clarity of the teaching and learning model and the active inclusion of families in effective learning.  The focus of 2021 has been (and will continue to be) establishing effective collaborative practices to improve teacher capacity. In 2022, the school will look to embed student voice and agency as a part of its teaching and learning framework. Specific focus areas for 2023 and 2024 are yet to be determined. |

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| Goal 1 | Maximise student achievement in all learning areas. |
| Target 1.1 | By 2024, increase the percentage of students in the top two bands across the three-year rolling average for:   * Year 3 Numeracy, from 29 per cent for 2017-19 to 40 per cent for 2021-23 * Year 5 Numeracy, from 34 per cent for 2017-19 to 40 per cent for 2021-23 * Year 3 Reading, from 49 per cent for 2017-19 to 55 per cent for 2021 23 * Year 5 Reading, from 40 per cent for 2017-19 to 45 per cent for 2021-23 * Year 3 Writing, from 42 per cent in 2017-19 to 50 per cent for 2021-23 * Year 5 Writing from 12 per cent for 2017-19 to 24 per cent for 2021-23 |
| Target 1.2 | By 2024, increase benchmark growth across the three-year rolling average for:   * Numeracy, from 29 per cent for 2017-19 to 35 per cent for 2021-23 * Reading, from 35 per cent for 2017-19 to 40 per cent for 2021-23 * Writing, from 17 per cent for 2017-19 to 24 per cent for 2021-23 |
| Target 1.3 | In each year of the Strategic Plan 2021 to 2024, all students achieve at least one Victorian Curriculum Level of learning each school year as measured by teacher judgements in each subject assessed; or achieve the goals set in their Individual Education Plan. |
| Key Improvement Strategy 1.a Building practice excellence | Strengthen staff collaboration through Professional Learning Communities and networking with other schools |
| Key Improvement Strategy 1.b Evaluating impact on learning | Build capacity of staff to differentiate student learning using an assessment schedule, Individual Education Plans and strengthened interventions |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Strengthen professional practice through a whole school curriculum, an instructional model, assessment strategies and teacher observations |
| Key Improvement Strategy 1.d Parents and carers as partners | Engage parents in the learning process |
| Goal 2 | Strengthen student voice and agency in learning. |
| Target 2.1 | By 2024, increase the proportion of students indicating positive endorsement in the student Attitudes to School Survey, across a three-year rolling average for   * Sense of confidence, from 92.5 per cent for 2017-19 to 96 per cent for 2021-23 * Student voice and agency, from 92.4 per cent for 2017-19 to 96 per cent for 2021-23 * Self regulation and goal setting, from 96.6 per cent for 2017-19 to 98 per cent for 2021-23 |
| Target 2.2 | By 2024, increase the proportion of parents indicating positive endorsement in the Parent Opinion Survey, across a three-year rolling average for   * Confidence and resiliency skills, from 87 per cent for 2017-19 to 90 per cent for 2021-23 * Student voice and agency, from 86.3 per cent for 2017-19 to 90 per cent for 2021-23 |
| Target 2.3 | By 2024, increase the proportion of staff indicating positive endorsement in the Staff Survey, across a three-year rolling average for   * Promote student ownership of learning, from 80.6 per cent for 2017-19 to 85 per cent for 2021-23 * Use student feedback to improve practice, from 64 per cent for 2017-19 to 80 per cent for 2021-23 |
| Key Improvement Strategy 2.a Vision, values and culture | Develop an agreed understanding of voice and agency across the school community |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Build capacity of teachers to provide opportunities for student voice and agency through giving and receiving feedback, goal setting and co-constructed learning |
| Key Improvement Strategy 2.c Building practice excellence | Use professional learning communities to explore and strengthen HITS |