

# School Strategic Plan 2021-2025

Clunes Primary School (1552)



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# School Strategic Plan - 2021-2025

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<p><b>School vision</b></p>	<p><b>VISION</b> Our Clunes Primary School commitment is providing a safe, caring, stimulating and inclusive learning environment in which all students are provided with opportunities to achieve their potential through a diverse, engaging curriculum.</p>
<p><b>School values</b></p>	<p><b>VALUES</b> Clunes Primary School values achievement, excellence, curiosity, innovation, respect and responsibility, perseverance, integrity, inclusiveness, respect for diversity, compassion, honesty and equity. All members of the school community are expected to follow our Values and Beliefs based on School Wide Positive Behaviour Support and You Can Do It philosophies and principles. The values and beliefs that form the basis of our actions are:</p> <ul style="list-style-type: none"> <li>• Respect- We show respect. We respect and care about one another and our community.</li> <li>• Learning- We learn. We are confident, we are organised, we persist, we cooperate and we give effort.</li> <li>• Safety- We are safe. We get along with one another and we are responsible.</li> </ul> <p>The school also believes in having high expectations for all students and a commitment to hard work.</p>
<p><b>Context challenges</b></p>	<p><b>Context:</b> Clunes Primary School, located in the rural community of Clunes, was established in 1875. It is thirty-two kilometres north of Ballarat, at the far western end of the Hepburn Shire. Clunes Primary School boasts an impressive original heritage main school building maintained with pride and purpose. Other facilities include a Multi-Purpose Hall with a kitchen, art/ craft room, resource rooms and functionally equipped flexible indoor and outdoor learning spaces. Our grounds are extensive with two ovals, a perimeter walking, general fitness and Energy Breakthrough training track, Kitchen Garden area, shaded adventure play areas and an 'inclusive schools' Play Space; completed at the end of 2020.</p> <p>A total of 114 students were enrolled at Clunes Primary School in 2020. (110- February Census). The socio- economic profile of the school was identified as Medium with a Student Family Occupation and Education (SFOE) index of 0.48, having gradually reduced from Low- Medium, 0.53 in 2017. In 2020 there were no students eligible for Program for Students with Disabilities (PSD) funding. Five students identified as Aboriginal or Torres Strait Islander (ATSI). No English as an Additional Language (EAL) students were identified. In 2020 there were 44 Equity Funded students and 70 Not Equity Funded students. In 2020 our class structure was 6</p>

	<p>Classes- a straight Prep class, Year 1 /2 composite, Year 2 /3 composite, Year 3 /4 composite and 2 x Year 5 /6 composite classes.</p> <p>In 2020 Clunes Primary School had a complement of 10.2 equivalent full time staff consisting of Teaching; 8.6, Principal and Teacher Class and Non-Teaching; 1.6 Education Support Staff. The school had no identified Aboriginal and Torres Strait Islander staff. Literacy &amp; Numeracy Learning Specialists (0.5 each) were based across the Junior and Senior school. The teaching mix combined a Graduate with Classroom Teacher 1 and 2 classifications. Commonwealth funding provided for a Chaplain for 1.5 days per week.</p> <p>Challenges:</p> <p>2017-2020 Strategic Plan implementation and achievement was overall very positive. Staff remained committed to a purposeful improvement agenda with our biggest challenge identified as practice consistency, due in part to staff changeover. Maintaining consistency in instructional delivery and focus on whole school instructional models will be a focus of the new Strategic Plan. Momentum established mid- Strategic Plan 2017-2020, in peer observation and reflection, learning walks and school visits was challenged in 2019 due to staff changeover, and then lost in 2020 due to Remote Teaching and Learning, however is firmly back as a central focus for the new Strategic Plan. Formal Professional Learning Communities training commenced in Term 4 2020 and once completed in Term 1, 2021 will enable the school to effectively ensure school improvement, following the Inquiry FISO Improvement Cycle. Inconsistencies between Teacher Judgement and NAPLAN results (2019) will be of focus as will all individual achievement results in Reading, Writing and Number. Significant funds were allocated to staff training in student goal setting, reflection and feedback at the beginning of 2020 using Hattie's 'Visible Learning' but was unable to be adequately actioned with the onset of the complexities of (during and post) Remote Teaching and Learning. Whilst Student Voice has consistently been a positive focus in the school, Student Agency; providing students with greater responsibility and input into their own learning, and understanding their own learning has been identified as an area to develop further in the new Strategic Plan. Parent Opinion Data remains consistently very high however the School Review Panel identified an expressed desire in parents for a more informed partnership in the education of their children. The 2020 School Review Panel also recommended that there should be a refocus on strengthening the school's positive climate for learning. Wellbeing approaches were consistently being implemented across the school during the previous School Strategic Plan however response differences between girls and boys, particularly in the 2019 Attitudes to School Survey were identified. A declining enrolment base and associated staffing challenges will be a challenge for the new Strategic Plan period.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The 2020 School Review process determined a focus on literacy and numeracy would positively impact teacher skills and understandings, and the quality and consistency of teaching and learning school-wide.</p> <p>Core work to be undertaken during the 2021-2025 Strategic Plan will be based around the following rationale:</p> <p>Goal 1          Improve growth and achievement for all students in numeracy and literacy.</p> <p>Key Improvement Strategies:</p> <p>1.a Develop, document and embed an agreed instructional model.          1.b Build a culture of collaboration through the implementation of professional learning communities (PLCs).          1.c Develop teacher knowledge and skills to embed evidence based instructional practices.</p>

The 2020 School Review process identified a goal to empower students to take greater responsibility for their learning as engaged and motivated learners.

Core work to be undertaken during the 2021-2025 Strategic Plan will be based around the following rationale:

Goal 2

Empower students to be independent, engaged and motivated learners.

Key Improvement Strategies:

2.a Develop and document a whole school approach to activating student leadership, voice and agency in learning.

2.b Develop, document and implement strategies that engage parents and carers as partners in student learning.

The 2020 School Review process recommended that there should be a focus on strengthening the positive climate for learning.

Core work to be undertaken during the 2021-2025 Strategic Plan will be based around the following rationale:

Goal 3

Improve the resilience and confidence of all students.

Key Improvement Strategies:

3.a Embed the whole-school framework for student wellbeing.

3.b Strengthen the focus on positive relationships, student resilience and individual efficacy.

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<b>Goal 1</b>	Improve growth and achievement for all students in numeracy and literacy.
<b>Target 1.1</b>	By 2024, decrease the percentage of Year 5 students achieving below benchmark growth in NAPLAN: <ul style="list-style-type: none"><li>• Reading from 13% [2019] to 6% [2024]</li><li>• Writing from 43% [2019] to 24% [2024]</li><li>• Numeracy from 26% [2019] to 13% [2024]</li></ul>
<b>Target 1.2</b>	By 2024, the combined percentage of Foundation to Year 6 students at or above the expected levels of achievement measured against Victorian Curriculum [teacher judgment growth] semester 2 to semester 2, will increase: <ul style="list-style-type: none"><li>• Reading from 92% [2019] to 93% [2024]</li><li>• Writing from 81% [2019] to 84% [2024]</li><li>• Numeracy from 81% [2019] to 86% [2024]</li></ul>
<b>Target 1.3</b>	By 2024 improve the percentage of positive responses on the School Staff Survey for the following module factors:

	<p>School climate module:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 86% [2019] to 90% [2024]</li> </ul> <p>Teaching and learning – practice improvement module:</p> <ul style="list-style-type: none"> <li>• Discuss problems of practice from 82% [2019] to 90% [2024]</li> <li>• Professional learning through peer observation from 55% [2019] to 80% [2024]</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop, document and embed an agreed instructional model
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build a culture of collaboration through the implementation of professional learning communities [PLCs]
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Develop teacher knowledge and skills to embed evidence based instructional practices
<b>Goal 2</b>	Empower students to be independent, engaged and motivated learners.
<b>Target 2.1</b>	By 2024, improve the percentage of positive responses on the student Attitudes to School Survey for the <ul style="list-style-type: none"> <li>• student voice and agency factor from 79% [2019] to 84% [2024]</li> </ul>
<b>Target 2.2</b>	By 2024, improve the percentage of positive responses on the Parent Opinion Survey for the following factors: <ul style="list-style-type: none"> <li>• Parent participation and involvement from 86% [2019] to 90% [2024]</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher communication from 78% [2019] to 85% [2024]</li> </ul>
<b>Target 2.3</b>	<p>By 2024, improve the percentage of positive responses on the School Staff Survey for the following factor:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 72% [2019] to 89% [2024]</li> <li>• Parent and community involvement from 86% [2019] to 94% [2024]</li> </ul>
<b>Target 2.4</b>	<p>By 2024, reduce the percentage of students with 20 or more absence days from 32% (2019) to 28% or less [2024]</p>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	<p>Develop and document a whole school approach to activating student leadership, voice and agency in learning.</p>
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	<p>Develop, document and implement strategies that engage parents and carers as partners in student learning</p>
<b>Goal 3</b>	<p>Improve the resilience and confidence of all students.</p>
<b>Target 3.1</b>	<p>By 2024, improve the percentage of positive responses on the student Attitudes to School Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 83% [2019] to 89% [2024]</li> <li>• Effort from 87% [2019] to 93% [2024]</li> </ul>

	<ul style="list-style-type: none"> <li>• Resilience from 87% [2019] to 92% [2024]</li> </ul>
<b>Target 3.2</b>	<p>By 2024, improve the percentage of positive responses on the Parent Opinion Survey for the following factor:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 86% [2019] to 90% [2024]</li> <li>• Teacher communication from 78% [2019] to 85% [2024]</li> </ul>
<b>Target 3.3</b>	<p>By 2024 improve the percentage of positive responses on the School Staff Survey for the school climate module factors:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 82% [2019] to 90% [2024]</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Embed the whole-school framework for student wellbeing.
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Strengthen the focus on positive relationships, student resilience and individual efficacy.