School Strategic Plan 2022-2026

Frankston Heights Primary School (4815)

School Strategic Plan - 2022-2026

Frankston Heights Primary School (4815)

School vision	The school's mission is to provide an environment that is reflective of its core values: Respect, Responsibility and Resilience. The central concern of the school is the child and the basis of all dealings with each child is that he/she will receive respect, care and concern at all times. All children are valued and given the opportunity to participate in achieving their potential through a stimulating and challenging curriculum. At Frankston Heights Primary School students are learning for life through innovative, vibrant learning experiences. The school adopts a student centred, personalised approach to learning in a safe, secure and supportive environment. Students feel valued and are given guidance, choice, ownership and the tools to explore learning.
School values	Values: At Frankston Heights we value - 1. Honesty, Integrity and Innovation 2. Tolerance and respect for others 3. A safe and friendly caring environment 4. Community involvement 5. A desire to learn and be successful 6. Acceptance and appreciation of diversity within our community
Context challenges	Key Challenges: The presence of multiple pedagogical models, each with their own terminology, creates a complex teaching environment. This was confirmed through teacher feedback. Teachers also said that the amount of information in the Writing and Numeracy instructional models was a challenge to address. In practice, teachers amended the models and the timings. Teachers observed that the end of lesson evaluation did not always occur. Common understanding of progression points, and LI and SC, is yet to be attained in some areas. There is an extensive assessment schedule which includes pre-tests and post-tests, summative assessment and some formative assessment. However, there are inconsistencies across teacher assessments, with teachers making conservative Teacher Judgements of student performance. The school has a rigorous assessment schedule and collects a broad range of data, with some teachers indicating they are struggling to manage the extent of the data. Therefore, further refinement of assessment practices is necessary to track the exact stage of learning reached by students. There is some lack of clarity around LI and SC. At times teaching strategies and learning activities are not aligned with the LI.

Differentiated teaching and learning practices vary across the school. In some year levels, there is teacher-centric practice with inconsistent use of LI and SC and inconsistent use of subject specific language. A proportion of students are not given learning tasks appropriate to their needs. In some areas, whole classes are given the same task, the outcome being that some students finish it, while others do not know where to begin.

Teachers verbally inform students about learning challenges, rather than include specific challenges in the lesson schedule.
A proportion of students indicate their work is 'too easy'. The capacity for students to self-monitor their learning across curriculum areas, is still limited.
There are some inconsistent goal setting practices across the school with some students not able to readily identify their learning goals. Students predominantly rely on their teachers to let them know when they are successful. Students are able to see their results from some standardised tests, however deep discussion about learning progress, across the school, is uncommon.

Teachers give students verbal feedback, and some teachers provide explicit feedback in written forms.
The school is still to gather structured feedback from students about what they need to support their learning.
The school needs to engage students more fully as partners in their learning, through strengthening student learning goals, strengthening LI and SC, structuring feedback, and providing students tools with which to self-assess.

The school has employed a variety of programs to build student's social awareness and self-regulation, with some teachers differing in their interpretations at both year and class level. While some students were supportive of peers and younger students, students primarily turned to teachers to resolve personal and interpersonal issues. The school is still to embed clear, consistent and cohesive teacher practices to build students' social awareness and self-regulation in students.

There are some inconsistent management practices across the school and within year levels, of managing student behaviour. Expectations of staff about engaging with and relating to all students, in ways beyond the instructive exchanges that occur during teaching and learning, are still to be clarified. There are numerous behaviour management strategies in place, however, teachers' expectations of student responses is inconsistent.

The school has teachers with different expectations regarding the use of Circle time and Zones of Regulation (ZoR), both self-regulatory strategies to identify and manage studetnts' feelings and responses to circumstances.

Students are still to consolidate their ability to problem solve and negotiate with their peers when dealing with relational conflict. Students being responsibile for their own actions requires strengthening.

Students and parents have mixed views about how safe their children feel at school, with some inappropriate behaviour being raised as a concern, particularly in the yard and of younger students by older students.
Students desire a more respectful environment, with issues of unkindness, racism, mockery and use of inappropriate language becoming less.

	Within the parent community, it is recommended the school consider ways to strengthen inclusion, embrace diversity and encourage future student leaders. Teachers, especially those new to the school, were keen to receive explicit instruction about whole school student management practices. Other teachers were keen for more PL in Restorative Practices. The school is still to provide a form of training for teachers and students involved in the Buddy program. This would enhance the consistent implementation of some well-regarded past Buddy practices (e.g., shared buddy reading, Preps sharing best work with their buddies).
Intent, rationale and focus	Intent: To maximise the learning growth of every student. Develop the capacity of students to be active and engaged learners and citizens. Rationale: An analysis of the school's NAPLAN data showed that the percentage of students in the Top two Bands, Numeracy had declined. Teacher Judgement ratings were conservative when compared to NAPLAN results. Approximately one third of students were achieving Below Benchmark Growth: Year 3 to 5 in NAPLAN Reading and NAPLAN Writing, with limited movement around this figure. The percentage of positive responses to the ATOS measures Stimulated Learning and Sense of Confidence had decreased significantly. Learning growth was therefore identified as requiring focus for the next SSP. An analysis of the School Performance Report identified Student Attitude as Transform. Through class observations and teacher and student focus groups, the Panel found that student voice and agency in learning was limited; and that wellbeing practices were inconsistent. Positive endorsement to the ATOS factor Managing Bullying had decreased significantly. Parent and student focus groups confirmed the presence of schoolyard bullying. Developing the capacity of students to be active and engaged learners and citizens was therefore identified as requiring focus for the next SSP. Focus over 4 years (SSP) as priorities: 1a. Review, refine and embed a consistent whole of school approach to curriculum planning and instructional practice. 1b. Build teacher capability to utilise a range of assessment strategies to accurately determine students' needs. 1c. Build staff data literacy and confidence working with student data. 2a. Develop, refine and embed a consistent whole of school approach to behaviour and wellbeing 2b. Embed a whole of school approach to student agency in learning

School Strategic Plan - 2022-2026

Frankston Heights Primary School (4815)

Goal 1	To maximise the learning growth of every student.
Target 1.1	By 2026, increase the percentage of students achieving above benchmark growth in NAPLAN Numeracy in Year 5 from 28% (2021) to 35% By 2026, decrease the percentage of students achieving below benchmark growth in NAPLAN Writing in Year 5 from 32% (2021) to 25% By 2026, decrease the percentage of students achieving below benchmark growth in NAPLAN Reading in Year 5 from 27% (2021) to 21%
Target 1.2	By 2026, increase the percentage of Prep - Year 6 students achieving at least one level of growth in the Victorian Curriculum in Number and Algebra from 74% (2021 Semester 2) to at or above 90% By 2026, increase the percentage of Prep - Year 6 students achieving at least one level of growth in the Victorian Curriculum in Writing from 68% (2021 Semester 2) to at or above 90%
Target 1.3	By 2026, increase percentage of positive endorsement to the School Staff Survey (SSS) factor Academic emphasis from 56% (2021) to 67% By 2026, increase percentage of positive endorsement School Staff Survey (SSS) teacher collaboration from 32% (2021) to 50%
Key Improvement Strategy 1.a	Review, refine and embed a consistent whole of school approach to curriculum planning and instructional practice.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capability to utilise a range of assessment strategies to accurately determine students' needs.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy and confidence working with student data.
Goal 2	Develop the capacity of students to be active and engaged learners and citizens.
Target 2.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: • Sense of confidence from 82% (2022) to 89% • Student voice and agency from 61% (2022) to 70% • Managing bullying from 71% (2022) to 80% By 2026, increase the percent positive responses score on AtoSS for Resilience from 58% (2022) to 66%
Target 2.2	By 2026, increase percentage positive endorsement of School Staff Survey (SSS) factor Collective efficacy from 69% (2021) to 75%.

Frankston Heights Primary School (4815) - School Strategic Plan
Page   2

Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop, refine and embed a consistent whole of school approach to behaviour and wellbeing
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole of school approach to student agency in learning