**School Strategic Plan 2019-2023**

Swifts Creek P-12 School (8892)



Submitted for review by Robert Boucher (School Principal) on 13 May, 2020 at 08:31 AM  
Endorsed by Heather Macalister (Senior Education Improvement Leader) on 13 May, 2020 at 03:08 PM  
Endorsed by Keren Walker (School Council President) on 16 June, 2020 at 08:57 PM

**School Strategic Plan - 2019-2023**

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| School vision | Everyone learning to be the best they can be, academically and as global citizens. We will succeed together by showing courage, joy and kindness. |
| School values | Courage, Joy, Kindness |
| Context challenges | Recruitment and retention of staff is a key challenge for us as a small, remote rural school where metro strategies are not effective. The same applies re access to CRTs. A place-based model is needed. Another challenge is the frequent expectation that staff from our school will travel considerable distances to attend Area, Network or other professional learning. The distance can in itself be prohibitive, and the length of the working day this travel creates is unreasonable, and goes beyond discretionary effort. Staff being out to attend such occasions then is another strain on staff and operations back in the school. This all impacts on staff wellbeing. These challenges apply equally to student learning when it is delivered at one "central" location with others expected to attend despite the travel times for them and disruption to their other learning program. Our community may lack role models which support our goals around student aspirations, and attitudes to diversity and inclusion. |
| Intent, rationale and focus | Work with the system to take advantage of learning opportunities for staff that improves academic and social outcomes for our students. We know when we partner with others we gain far greater outcomes than working in isolation . We are prioritising the ambition to be better than we were, knowing full well there is much to do. We will commence with the whole school improvement focus on writing by building teacher expertise and creating a framework for guiding the work, and then move into changed teacher practice in classrooms which will lead to improved student outcomes. We look forward to using a range of tools to measure the impact of this work in all aspects of literacy and across all areas of the curriculum. The work on student agency, and student personal and social capabilities, will grow from the work done in Home Groups and in the Personal Development classrooms. |

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| Goal 1 | Improve writing outcomes for all students |
| Target 1.1 | Drafting note: "retain the number of students in the top two bands for NAPLAN reading and writing using matched cohort data"  Individual students at Years 3, 5 and 7 in the top two bands for reading and writing in 2018 will achieve the top two bands when in Year 5, 7 and 9. |
| Target 1.2 | Drafting note: "Move students identified in the bottom two bands for NAPLAN reading and writing to the middle bands by the next testing period using matched cohort data"  Individual students at years 3, 5 and 7 in the bottom two bands for reading and writing in 2018 will achieve at least the middle two bands by Year 7 and Year 9. |
| Target 1.3 | To increase the percentage of students achieving or exceeding benchmark growth for NAPLAN writing:   * Year 7 from xx% to 100% (2023) * Year 9 from xx% to 100% (2023) |
| Target 1.4 | By 2023, the percent positive endorsement scores on the SSS will be 75% or more for:   * Academic emphasis—from 56% in 2019 * Collective efficacy—from 65% in 2019 * Understand how to analyse data—from 76% in 2019 * Understand formative assessment—from 69% in 2019 |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Develop a writing framework to be implemented consistently across all year levels |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Focus on literacy in all curriculum areas |
| Key Improvement Strategy 1.c Building practice excellence | Further develop the PLT culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation |
| Key Improvement Strategy 1.d Building practice excellence | Develop and embed the learning framework and instructional model, integrating use of HITS, to enable consistent, high quality instruction in literacy in every classroom |
| Goal 2 | Improve student effort and learner agency |
| Target 2.1 | By 2023, participation in the AToSS will increase to 90%   * Year 4 to 6 from 84% (2018) * Year 7 to 12 from 79% (2018) |
| Target 2.2 | By 2023, the AToSS data shows 85 per cent or more positive endorsement by Years 4–6 students for:   * Resilience— (70% in 2019) * Effort— (71% in 2019) * Sense of confidence— (69% 2019) * Student voice and learner agency— (63% in 2019) * Self–regulation and goal setting— (78% in 2019)   and 60% or more positive endorsement by Years 7–12 students for:   * Resilience— (50% in 2019) * Effort— (51% in 2019) * Learning confidence— (53% in 2019) * Student voice and learner agency— (43% in 2019) * Self–regulation and goal setting— (54% in 2019) |
| Target 2.3 | By 2023, the per cent positive endorsement scores on the SSS will be maintained at 100 per cent for the P–6 campus and increase to 90 per cent or above for the 7–12 campus:   * Use student feedback to improve practice (88% in 2019) * Skills to measure impact (77% in 2019) * Collaborate to scaffold learning (77% in 2019) * Focus learning on real-life problems (77% in 2019) |
| Key Improvement Strategy 2.a Building practice excellence | Develop a learning climate that promotes challenge, engagement, inquiry and curiosity |
| Key Improvement Strategy 2.b Empowering students and building school pride | Build student capacity to set learning goals, monitor their own learning, and understand the value of effort (concentration, perseverance, deliberate practice) |
| Key Improvement Strategy 2.c Building practice excellence | Build teacher knowledge and practice excellence in the use of learner–centred teaching that enables the consistent use of learner agency and metacognitive strategies in all classrooms |
| Key Improvement Strategy 2.d Empowering students and building school pride | Develop and implement student voice in decision making about school improvement and engagement with community |
| Goal 3 | Improve student personal and social capability |
| Target 3.1 | By 2023, we identify as an inclusive school that provides a safe, supportive and inclusive environment for all members of the school community. Benchmark data will be gathered in 2020 using the Inclusive Education Self–assessment Tool being developed by DET’s Inclusive Education Professional Practice branch.   * By 2023 Swifts Creek P-12 data will have improved by 20 per cent on the benchmark data. |
| Target 3.2 | By 2023, the percentage of students achieving at least one level’s growth per year in the Victorian Curriculum personal and social capability will have improved from xx% to 80% |
| Target 3.3 | By 2023, the AToSS shows 85 per cent or more per cent positive endorsement by Years 4–6 students for:   * School connectedness— (from 52% in 2019) * Respect for diversity— (from 70% in 2019) * Teacher concern— (from 75% in 2019)   and 50 per cent or more positive endorsement by Years 7–12 students:   * Respect for diversity— (from 40% in 2019) * School connectedness— (from 40% in 2019) * Teacher concern— (from 36% in 2019) |
| Target 3.4 | By 2023, responses to the POS will increase by 25% (from 16 in 2019) and show 80 per cent or more positive endorsement for:   * Teacher communication—(from 75 in 2019) * School improvement—(from 69 in 2019) * Student motivation and support—(from 66 in 2019) * Promoting positive behaviour—(from 75 in 2019) |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Consistent implementation of the Swift Creek P–12 engagement and inclusion policy |
| Key Improvement Strategy 3.b Building communities | Continue to build community engagement and enhance the learning partnerships between home and school |
| Key Improvement Strategy 3.c Setting expectations and promoting inclusion | Broaden student exposure to and awareness of diversity |