

School Strategic Plan 2020-2024

Queenscliff Primary School (1190)



Submitted for review by Richard Buckingham (School Principal) on 14 September, 2021 at 09:16 AM
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Endorsed by Naomi Stacey (School Council President) on 13 December, 2021 at 11:36 AM

School Strategic Plan - 2020-2024

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School vision	Queenscliff Primary School's mission is to provide rigorous, purposeful and comprehensive learning programs that empower our students to achieve the highest quality of academic success. Our holistic approach to learning encompasses extra curricular disciplines including; extensive arts, language, science, health and wellbeing programs. We aim to provide multiple exposures that enable students to live in, and contribute to an ever-changing society, whilst working collaboratively within and beyond our school community.
School values	Our school values - Empathy, Integrity, Gratitude and Optimism - serve to cultivate creative, resilient, respectful, and inclusive learners who achieve their potential and become responsible, independent citizens who care about themselves, others and their environment.
Context challenges	Absenteeism - school had not been consistent in efforts to change stakeholders' understanding of the impact of absenteeism on learning and strategies to encourage attendance had not always been applied throughout the SSP. Numeracy - increased focus commenced in 2019, lack of numeracy teaching resources to match the rapid increase in student numbers. Rapid increase in student numbers. Increase in inexperienced staff members.
Intent, rationale and focus	To improve student learning in literacy and numeracy, strengthen student voice and agency within learning and to enhance student wellbeing. This is important as we have identified through our school wide data that our numeracy framework requires further development whilst our literacy framework requires more time for embedding. Our student voice and wellbeing was also identified in our review as needing continued work to reach excelling. Staff will be involved in authentic learning, based around the Vic Curriculum Mathematic proficiencies and capabilities by developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. The development of understanding these capabilities will enable staff to plan effective numeracy learning using student data to drive their inclusive and comprehensive numeracy program. Through continued staff participation in student voice and agency professional learning, students will develop intellectual engagement and awareness through increased student voice and agency. Independence in learning will be facilitated by developing resilient, creative and confident individuals with a sense of self-worth, self awareness and personal identity and further developing community partnerships.

	<p>Goal 1 - To improve student learning growth in literacy and numeracy</p> <p>Goal 2 - To strengthen student voice and agency within learning</p> <p>Goal 3 - To enhance the wellbeing of all students.</p>
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Goal 1	To improve student learning growth in Literacy and Numeracy.
Target 1.1	To increase the percentage of students in the top 2 NAPLAN bands in Year 3: <ul style="list-style-type: none">• Numeracy from 38% (2019) to 45% (2024)• Writing from 54% (2019) to 60% (2024)• Reading from 54% (2019) to 60% (2024)
Target 1.2	To increase percentage of students above NAPLAN Benchmark growth in: <ul style="list-style-type: none">• Numeracy from 18% (2019) to 25% (2024)• Writing from 26% (2019) to 30% (2024)• Reading from 18% (2019) to 25% (2024)
Target 1.3	To increase the percentage of students in the top 2 NAPLAN bands in Year 5: <ul style="list-style-type: none">• Numeracy from 9% (2019) to 20% (2024)• Writing from 27% (2019) to 32% (2024)• Reading from 27% (2019) to 35% (2024)
Target 1.4	To increase positive responses on the Staff Opinion Survey factor Professional learning through peer observation from 86% (2019) to 95% (2024).

Key Improvement Strategy 1.a Building practice excellence	Enhance teacher capability to improve student learning
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and embed QPS whole school curriculum
Key Improvement Strategy 1.c Evaluating impact on learning	Develop whole school approach to assessment, moderation and differentiation.
Goal 2	To strengthen student voice and agency within learning.
Target 2.1	To increase positive responses on the AtoSS factors: <ul style="list-style-type: none"> • Use student feedback to improve practice from 81% (2019) to 90% (2024) • Planned differentiation learning activities from 91% (2019) to 95% (2024) • Student regulation and goal setting from 83% (2019) to 92% (2024) • Student voice and agency from 81% (2019) to 90% (2024)
Target 2.2	To increase the percentage positive response on the Parent Opinion Survey factors: <ul style="list-style-type: none"> • Student voice and agency from 88% (2019) to 92% (2024) • Effective teaching from 84% (2019) to 92% (2024)
Key Improvement Strategy 2.a Building practice excellence	Build staff capacity in voice and agency

Key Improvement Strategy 2.b Building communities	Improve communication between the school and students and families
Key Improvement Strategy 2.c Empowering students and building school pride	Enable students to provide feedback on their learning progress
Goal 3	To enhance the wellbeing of all students.
Target 3.1	To reduce student absence: <ul style="list-style-type: none"> • Average days absent from 20.3 days (2019) to 16 days (2024) • Percentage of students with >20 days absence from 37% (2019) to 20% (2024)
Target 3.2	To increase positive responses to the AtoSS factor <ul style="list-style-type: none"> • Resilience from 81% (2019) to 86% (2024), • Sense of confidence from 79% (2019) to 85% (2024), • Motivation and Interest from 79% (2019) to 85% (2024). • Attitude to attendance from 83% (2019) to 90% (2024)
Key Improvement Strategy 3.a Building communities	Enhance accuracy of attendance and absence data
Key Improvement Strategy 3.b Parents and carers as partners	Enhance communication with parents about the impact of absenteeism on learning
Key Improvement Strategy 3.c	Embed Respectful Relationships and School Wide Positive Behaviours across the school community.

Health and wellbeing