School Strategic Plan 2019-2023

Sandringham Primary School (0267)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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School vision	Our vision is to develop an inclusive, effective, caring and dynamic learning community in partnership with all key stakeholders. Our vision is underpinned by Our Human Literacy Pedagogy which strengthens our educational philosophy. This philosophy is centred on the whole child, their social, physical, intellectual, cultural and emotional needs. This enhances the students' learning and wellbeing to ensure they thrive in their lives with confidence, self-belief, strong voice, empathy and compassion. We believe in educating our children for the future, not merely to take their place in the future, but to thrive and contribute to the world of the future. We also believe that we, as their teachers, must also be learners. We developed, in our learning community, the knowledge, skills and resources necessary for the creation of a student learning environment that is personalised and flexible.
School values	Sandringham Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. This process is undertaken at the beginning of each year. The shared expectations are intended to support individual students and families from a diverse range of backgrounds, communities and experiences. Sandringham Primary School learning community works together to create an environment in which the values are developed and upheld. These values, • Relationships; • Responsibility; • Respect; • Resilience; • Resourcefulness, have been co-created to foster a supportive and effective learning community. The programs and teaching at Sandringham Primary support and promote the principles and practices of Australian Democracy, including a commitment to: • Elected government • The rule of law • Equal rights for all before the law • Freedom of religion • Freedom of speech and association • The values of openness and tolerance
Context challenges	Students at Sandringham Primary School show high levels of achievement but the relative growth of matched cohorts in Years 3 to 5 in NAPLAN does not reflect this.
Intent, rationale and focus	Sandringham Primary School is striving to improve student outcomes, student voice in learning and engagement through a focus on STEAM. An analysis of the school's student learning data, including growth in NAPLAN, together with a review of the school's assessment practices, identified learning growth as an area requiring focus for the next School Strategic Plan (SSP) in the areas of literacy and numeracy. Analysis of the student AToSS, supported by the POS data indicated that there was an opportunity for the school to deepen the students' engagement in learning with a focus on a stimulating learning environment that captured students' interest. Observations in classrooms, focus groups of students and interviews with teachers, together with evidence from surveys, confirmed that student voice and agency in their own learning was still becoming embedded school practice. In the area of Student Learning, the focus will initially be on reading which we believe will improve student outcome in all areas. Student Voice and S.T.E.A.M will continue to be a focus throughout the SSP. The AIP will guide and monitor the progress of the SSP.

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Goal 1	Maximise the learning growth of each student
Target 1.1	To increase NAPLAN relative growth as follows: • Reading—percentage of students with high gain to be at or above 48% (currently 18%) • Writing—percentage of students with high gain to be at or above 48% (currently 18%) • Spelling—percentage of students with high gain to be at or above 49% (currently at 19%) • Grammar and Punctuation—percentage of students with high gain to be at or above 55% (currently at 25%) • Numeracy—percentage of students with high gain to be at or above 50% (currently 20%)
Target 1.2	NAPLAN • All students in Top 2 Bands in Reading and Numeracy at Year 3 to be assessed as still within top 2 bands in Year 5
Target 1.3	Teacher Judgements • Reading—percentage of students in Year 3 and 5 assessed as above level to be at or above 75% (currently 66% and 57% respectively) • Numeracy—percentage of students in Year 3 and 5 assessed as above level to be at or above 75% (currently 51% and 49% respectively)
Key Improvement Strategy 1.ay Evaluating impact on learning	Build the capacity of all staff to utilise data, evidence and a range of assessment strategies to plan and teach students at their point of need
Key Improvement Strategy 1.by Building practice excellence	Develop and embed a vibrant and highly effective PLC culture.
Goal 2	To deepen the engagement of students in Science, Technology, Engineering, the Arts and Mathematics (STEAM)
Target 2.1	All students in Years 2–6 will demonstrate 12 months growth in Critical and Creative thinking each year of the School Strategic Plan (SSP)
Target 2.2	AToSS: Years 4–6 • Stimulating Learning positive endorsement to reach 97% (currently 94%) • Differentiated Learning Challenge positive endorsement to reach 97% (currently 94%)
Key Improvement Strategy 2.ay Curriculum planning and assessment	Enhance staff and student understanding of STEAM continuum achievement indicators.

Key Improvement Strategy 2.by Curriculum planning and assessment	Develop and embed a school wide consistent approach to teaching and learning in Science, Digital Technologies, Arts and Mathematics through the STEAM lens
Goal 3	To improve student voice and agency in engagement in learning
Target 3.1	AToSS: Years 4–6 • Self–Regulation positive endorsement to reach 95% (currently 90%) • Motivation and Interest positive endorsement to reach 97% (currently 92%) • Student Voice and Agency positive endorsement to reach 90% (currently 85%)
Target 3.2	POS • Improve Stimulating learning positive endorsement to 90% (currently 81%) • Improve Student voice and agency positive endorsement to 90% (currently 80%)
Key Improvement Strategy 3.ay Intellectual engagement and self-awareness	Increase high levels of student engagement, challenge and self–directed inquiry across the curriculum
Key Improvement Strategy 3.by Empowering students and building school pride	Develop the capacity of all staff to engage student voice and agency in the classroom