

School Strategic Plan 2021-2025

Frankston East Primary School (4682)



Submitted for review by Brian McFall (School Principal) on 06 December, 2021 at 11:28 AM

Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 07 December, 2021 at 04:29 PM

Endorsed by Michelle Fisher (School Council President) on 08 December, 2021 at 01:58 PM

School Strategic Plan - 2021-2025

Frankston East Primary School (4682)

School vision	We aim to provide the Frankston East Community with a friendly and dynamic learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation.
School values	<p>Frankston East Primary School promotes itself as an “Established School with Modern Ideas, based on Traditional Values:” We value:</p> <p>RESPECT We respect the rights of each other and our environment.</p> <p>TOLERANCE We accept individual differences in every way.</p> <p>EDUCATIONAL EXCELLENCE We believe in the right of every child to excel to their personal best.</p> <p>CONFIDENCE We instil in the child the confidence to approach the unknown.</p> <p>COMMUNITY INTERACTION We encourage honest and open community interaction and involvement</p> <p>FUN We never lose sight of the fun and enjoyment of learning.</p> <p>MUSICAL APPRECIATION We incorporate musical awareness, appreciation and performance throughout our programs.</p> <p>SPORTING INVOLVMENT We encourage sporting involvement at all ages as it provides a wonderful insight into the development of people skills.</p>

<p>Context challenges</p>	<p>Frankston East Primary School is located in the City of Frankston approximately 43 kilometres from the Melbourne Central Business District. The school was founded in 1952. The school grounds include a range of playing areas, sporting facilities and sheltered quiet areas. The school has eight buildings housing permanent classrooms, teacher resource rooms, art room, music centre, science centre, school hall and library. In 2010 an classroom and library building was constructed which now operates as the Early Learning Centre with 3 classes and a Japanese learning space.</p> <p>Enrolments at the time of the review were approximately 148 students. Over the past four years, enrolments have declined by 10 students.</p> <p>The Student Family Occupation Education (SFOE) index was 0.6339 in 2020-21.</p> <p>The staffing profile of Frankston East Primary School includes a principal, leading teacher, 0.6 full time equivalent (FTE) learning specialist, 8.5 FTE teachers and 4.5 FTE Education Support (ES) staff including 1.3 FTE office administration staff.</p> <p>The school provides an approved curriculum framework based on the Victorian Curriculum differentiated to meet student needs. Specialist programs provided are Art, Japanese, Music, Physical Education and Science.</p> <p>The school offers annual swimming and camping programs. Students are involved in performing in an annual whole school production. A literacy support program is provided for students with additional learning needs. The school has a variety of technology for student use with a range of computer based teaching and learning programs and applications to support student learning in literacy and numeracy.</p>
<p>Intent, rationale and focus</p>	<p>Given our school context and the findings from our school review we aim to:</p> <ul style="list-style-type: none"> * Improve student outcomes in literacy and numeracy. Analysis of the school's NAPLAN data indicated declining levels of student achievement in the top 2 bands and lower levels of benchmark growth compared to similar schools and state averages in all areas of English and Mathematics. We believe that an improved whole-school approach to formative and summative assessment supported by processes to build teacher capability to effectively utilise data to plan learning programs targeted at students' point of need would support improved and more consistent outcomes for all students in numeracy and literacy. * Strengthen student voice and agency to increase active participation in learning. Our student survey responses to student voice and agency and stimulating learning were at high levels, above similar school and state average outcomes. In discussion with students and teachers we believe that the majority of learning is teacher directed and student engagement in goal setting and having agency in their learning program was limited. We aim to support the growth of students as active participants in the learning process.

	<p>* Improve student health and wellbeing. We have established a goal to improve student health and wellbeing supported by the strategy of building a whole-school approach to the development of the resilience and social capabilities of each student. This goal would support the DET focus to improve the resilience and social capabilities of all students and ensure that the school is well prepared to deal with future DET projections of potential increase in incidence of mental health and wellbeing concerns for students as a result of long term Covid restrictions.</p>
--	--

School Strategic Plan - 2021-2025

Frankston East Primary School (4682)

Goal 1	Improve student outcomes in literacy and numeracy.
Target 1.1	Increase the percentage of students achieving in the top 2 bands NAPLAN: <ul style="list-style-type: none">• Reading and viewing Year 3 from 55% (2021) to 61% (2025)• Writing Year 3 from 45% (2021) to 60% (2025)• Number and algebra Year 5 from 6% (2021) to 30% (2025).
Target 1.2	Increase the percentage of students achieving above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading from 19% (2021) to 27% (2025)• Writing from 0% (2021) to 25% (2025)• Number and algebra from 13% (2021) to 35% (2025)
Target 1.3	Increase the percentage of students Years F-6 at or above age expected levels on the Victorian Curriculum: <ul style="list-style-type: none">• Reading and viewing from 76% (2020) to 90% (2025)• Writing from 74% (2020) to 84% (2025)• Number and algebra from 79% (2020) to 85 % (2025)
Target 1.4	School Staff Survey

	<ul style="list-style-type: none"> • Academic emphasis from 71% (2019) to 80% (2025) • Collective efficacy from 67% (2019) to 80% (2025)
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop, implement and embed a whole-school approach to formative and summative assessment
Key Improvement Strategy 1.b Building practice excellence	Build teacher capability to utilise data
Goal 2	Strengthen student voice and agency to increase active participation in their learning.
Target 2.1	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • stimulated learning from 89% (2019) to 92% (2025) • student voice and agency from 84% (2019) to 87% (2025) • self-regulation and goal setting 94% from (2019) to 95% (2025)
Target 2.2	<p>School Staff Survey</p> <ul style="list-style-type: none"> • Increase the percentage of positive endorsement for the factors: • promote student ownership of learning from 90% (2019) to 92% (2025) • use student feedback to improve practice from 90% (2019) to 92% (2025)

Target 2.3	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Increase the percentage of positive endorsement for the factors: • student voice and agency 92% (2019) to 94% (2025) • student motivation and support from 88% (2019) to 91% (2025).
Key Improvement Strategy 2.a Empowering students and building school pride	Build understanding of student voice and agency in learning
Key Improvement Strategy 2.b Empowering students and building school pride	Develop teacher capability to support students to set goals and monitor own learning progress.
Goal 3	Improve student health and wellbeing.
Target 3.1	<p>AtoSS - Increase the percentage of positive endorsement for the factor:</p> <ul style="list-style-type: none"> • Teacher concern from 88% (2019) to 92% (2025).
Target 3.2	<p>School Staff Survey - Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • Parent and community involvement from 72% (2019) to 85% (2025) • Support growth and learning of whole child from 90% (2019) to 92% (2025)

Key Improvement Strategy 3.a Health and wellbeing	Build a whole-school approach to the development of the resilience and social capabilities of each student.
Key Improvement Strategy 3.b Parents and carers as partners	Develop community partnerships to support and promote student wellbeing