Eaglehawk North Primary Strategic Plan Summary

Eaglehawk North Primary School

Eaglehawk North Primary School currently has a student population of 317 students, with upwards of a third attracting Equity Funding. However, in 2023 our enrolment numbers will reduce to approximately 285 students. Eaglehawk North's Student Family Occupation Index is 0.54 and the Student Family Occupation and Education Index is 0.4718.

The student population is divided into four teaching and learning teams across the school and includes a Foundation team, divided into two classrooms, a Year 1-2 team of four classrooms, a Year 3-4 team of four classrooms and a Year 5-6 team of five classrooms.

Specialist subjects in Visual Art, Chinese Mandarin language, Music and Physical Education is offered to all students. School facilities offer a library and computer lab and canteen. The school employs two part time learning tutors, a school chaplain and speech therapist. We have a supportive Education Support Staff team with a mixture of full time and part time staff, who work in a variety of capacities including office staff, integration aides, library support, speech intervention, welfare and school chaplaincy. We have an out of hours program run by the YMCA.

Our recent review provided us with key directions for our new Strategic Plan, with focuses on leadership and developing a whole school culture in core learning areas and wellbeing. This included a shared understanding and delivery of Literacy and Numeracy instructional models, student voice and agency, consistent understanding and use of data through organised professional learning communities and effective communication of goals and school programs to the community.

Leadership of learning and clarity is important for the effectiveness of whole school culture. It is evident that we need to build the instructional leadership capabilities of staff to ensure role clarity and purpose for leaders. Further professional development around our instructional model through coaching and feedback, learning walks and further unpacking of the PLC matrix and model will build staff capabilities to collaboratively use data to inform explicit and differentiated teaching, goal setting, curriculum planning and teacher practice.

Eaglehawk North Primary School community values:

Eaglehawk North Primary School has a core set of Values that have been developed in collaboration with the school community and embedded through the School Wide Positive Behavior Program.

Respect for Self means that we look after ourselves and have positive thoughts and attitudes. It is important because we want to be the best we can be and feel good about ourselves.

Respect for Others means that we treat other people well. This is important because we want to have a school where people work and play happily together.

Respect for Learning means we do everything we can to help ourselves to be good learners. It is important because we want to be able to learn new things.

Respect for the School Environment means showing pride, appreciation and care for our school surroundings inside and outside. This is important because we have the right to work and play in safe and pleasant buildings and grounds.

Teaching and Learning

GOAL: Maximise learning growth and achievement for all students in literacy and numeracy.

TARGET: 1.1
Using Victorian Curriculum [Teacher Judgement Growth-Time Series], by 2026 increase the percentage of students in Foundation to Year 6 assessed at or above expected growth in:
- Reading and viewing from 69% (2021) to 75%
- Writing from 72% (2021) to 77%
- Number and algebra from 67% (2021) to 72%

TARGET: 1.2
Using NAPLAN, by 2026 increase the percentage of students achieving in the top 2 NAPLAN bands from:

Year 5:
Reading from 38% (2021) to 43%
Writing from 64% (2021) to 21%
Numeracy from 10% (2021) to 20%

Year 3:
Reading from 49% (2021) to 55%
Writing from 64% (2021) to 66%
Numeracy from 27% (2021) to 36%

TARGET: 1.3
By 2026 improve positive responses on the School Staff Survey for the following framework factors:

School Leadership module:
Instructional leadership from 38% (2021) to 65%

School Climate module:
Academic emphasis from 46% (2021) to 72%
Staff trust in colleagues from 45% (2021) to 70%
Teacher collaboration from 41% (2021) to 65%

Teaching and learning evaluation module:
Understand how to analyse data from 53% (2021) to 65%
Use evidence to inform practice from 73% (2021) to 80%

Teaching and learning planning module:
Professional learning targeted to improving literacy and numeracy from 53% (2021) to 80%

Teaching and learning practice and improvement module
Seek feedback to improve practice from 40% (2021) to 60%

KEY IMPROVEMENT STRATEGIES:

Build the instructional leadership capabilities of staff and ensure role clarity for all leaders.

Enhance teacher practice through the strengthening of Professional Learning Communities and feedback processes.

Establish consistent, whole school, evidence based approaches to high quality instructional practice.

Build data literacy skills to inform collaborative planning for point of need teaching and learning.

Wellbeing

GOAL: Enhance the wellbeing of all students.

TARGET:
2.1 Using the Parent Opinion Survey, by 2026 improve the percentage of positive responses for the following factors:

Parent community engagement module

Parent participation and involvement from 73% (2021) to 80%
Teacher communication from 77% (2021) to 82%
School communication from 79% (2021) to 85%

2.2 Using the student Attitudes to School Survey, by 2026 improve the percentage of positive responses for Years 4 to 6 for the following framework factors:

Learner characteristics and disposition domain
Perseverance from 74% (2021) to 80%
Sense of confidence from 75% (2021) to 80%

Emotional and relational engagement domain
Emotional awareness and regulation from 72% (2021) to 80%

2.3 Using the School Staff Survey, by 2026 improve the percentage of positive responses for the following factors:

School staff safety module
Build resilience and a resilient and supportive environment from 47% (2019) to 68%

School Climate module
Trust in students and parents from 55% (2021) to 65%

KEY IMPROVEMENT STRATEGIES:
Implement a social emotional learning curriculum with the School Wide Positive Behaviour Support framework.

Build staff capabilities to develop educational partnerships between staff, students, carers and parents.

Strengthen communication practices between staff, parents, carers and the community.

Student Voice & Agency

GOAL: Empower students as engaged and self-regulated learners.

TARGET:
2.1 Using the Parent Opinion Survey, by 2026 improve the percentage of positive responses for the stimulating learning environment factor from 77% in 2021 to 82%

2.2 Using the Attitudes to School Survey, by 2026 improve the percentage of positive responses at Year 6 for the following framework factors:

Effective teacher practice for cognitive engagement domain
Stimulated learning from 66% (2021) to 75%

Learner characteristics and disposition domain
Motivation and interest from 66% (2021) to 75%

2.3 Using the student Attitudes to School Survey, by 2026 improve the percentage of positive responses for Years 4 to 6 for the following framework factors:

Teacher student relations domain
Teacher concern from 76% (2021) to 80%

Learner characteristics and disposition domain
Self-regulation and goal setting from 83% (2021) to 88%

Social engagement domain
Student agency and voice from 65% (2021) to 70%

2.4 Using the School Staff Survey, by 2026 improve the percentage of positive responses for the following factors:

Teaching and learning implementation module
Promote student ownership of learning from 60% (2021) to 76%

Teaching and learning evaluation module
Use student feedback to improve practice from 40% (2021) to 60%

KEY IMPROVEMENT STRATEGIES
Develop collective capabilities to activate student leadership, agency and voice.

Enhance active student engagement in their learning to stimulate and challenge all students.

Embed an approach to the use of data and evidence that enables students to track their own progress and inform goal setting.

Eaglehawk North Primary School

Our Vision

As every learner moves through Eaglehawk North Primary School, they do so with mutual respect, a mindset of success and a sense of social responsibility.