School Strategic Plan 2020-2024

Echuca Twin Rivers Primary School (5516)

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School vision	VISION Echuca Twin Rivers School's vision is: • Engaged, confident students who are motivated and excited to learn and who love learning. • Positive, professional staff committed to sharing their passion for learning with the students and the wider community. • Innovative curriculum that values diversity. • A community that values strong partnerships between home, school and community. • A safe and stimulating learning environment which is creative and fun. MISSION Echuca Twin Rivers School's mission is to create a community minded learning environment where everyone has the opportunity to learn to the best of their ability. OBJECTIVE Echuca Twin Rivers School's objective is for students and staff to continually learn through seeking best practice, innovation, reflection, celebration of our achievements, having a safe environment and being open to learning. Echuca Twin Rivers sets high expectations of our learners, and those learners are fully supported in their journey.
School values	VALUES Echuca Twin Rivers School's values are Respect, Inclusion, Resilience, Academic Excellence and Responsibility. Respect: We endeavour to be respectful of all members of our school community. We cooperate with others and we are honest, fair and open in the ways we interact. We support each other by being encouraging, listening attentively, giving assistance readily, and showing empathy and concern for each individual. We give and receive feedback with sincerity, and we commit to team decisions. Inclusion: At Echuca Twin Rivers School every stakeholder is considered and informed about what is going on and there is a sharing of ideas, resources and information with an acknowledgement of the success of each person. Everyone is encouraged to work at their

	personal best in a safe environment where everyone practices integrity. Resilience: At Echuca Twin Rivers we use challenges to strengthen our ability to cope with unexpected changes and challenges in life. We encourage creative expression, strive to be happy and work with a clear understanding of, and commitment to, diversity to enhance our capacity to deal with these challenges Responsibility: We recognise our actions affect others and we can make a positive difference. (Academic Excellence: At Echuca Twin Rivers we persist and try our best'. Academic Excellence is striving to attain your personal goals, persisting and giving your best effort)
Context challenges	Echuca Twin Rivers Primary School is a new school created through the merger of Echuca South and Echuca West Primary schools in 2018. Echuca Twin Rivers Primary School is located in Echuca West in north-central Victoria, approximately 210 kilometres from the Melbourne Central Business District. Echuca Twin Rivers Primary School is co-located with the Echuca Specialist School in 2020, completing the final stage of Echuca's newest educational precinct. The school is an architectural designed building that encompasses three learning areas with a total of eleven classrooms surrounding staff communal workspaces. All classrooms have their own libraries. The administration building contains a shared administration area for Echuca Specialist School, offices for principals and assistant principals, staff lounge and amenities, first aid, an intervention, wellbeing and meeting room. A shared full court gymnasium has two adjoining art rooms, and a music room is located alongside the learning spaces. The grounds contain adventure playgrounds along with passive spaces for student use. The staffing profile of Echuca Twin Rivers Primary School includes a principal and assistant principal, 10 full time teaching staff, 3.4 full time equivalent (FTE) teaching staff, 6 full time equivalent Education Support (ES) staff and 1 Business Manager FTE. The school supports students and their families through the provision of a social worker an active parent and community helper group. A Koorie Education Support Officer (KESO) provides families with additional support. The school also offers a high quality Out of School Hours Service (OSSH) that is outsourced to School's Out. The school provides an approved curriculum framework that is aligned to the Victorian Curriculum with a diverse range of core and extra-curricular activities designed to meet student needs. Specialist programs include arts, music and Indonesian as a second language and Physical Education. Literacy and numeracy intervention is provided along with sport, physical education and an environmental sustainability program. Echuca Twin Rivers School presents with a student enrolment of approximately 250 students with 20% of the student population identifying as Indigenous. The school has approximately double the state average of students who qualify for funding under the Program for Students with a Disability (6%). The Student Family Occupation (SFO) category was 0.6498 and the Student Family Occupation Education (SFOE) index was 0.5619 in 2020 well below the state average. More than 80% of families fall into the bottom two quartiles for Socio Education Advantage and 34% of our families are non-working. More recently, the number of students who

	have English as a second language has increased to 9% as a result of more families moving to the area for work.
	Key challenges for our school include: • improve outcomes in literacy and numeracy • improve curriculum knowledge and agreed instructional practice across the school in a consistent manner • use of data to inform differentiated planning and curriculum delivery • enhance student voice in leadership and agency in learning • parents as partners in student learning • social and emotional learning • attendance
Intent, rationale and focus	Echuca Twin Rivers School is intent on improving outcomes for all students by implementing a consistent instructional model across the school, improving teachers' curriculum knowledge, teaching to the student's point of need and provide greater opportunity for activating student voice and agency when learning. When developing the school's curriculum, emphasis needs to be placed on developing a more comprehensive understanding of the Victorian curriculum and ensure there is consistent implementation of the school's agreed instructional models in every class in order to achieve optimal student growth. Additionally, teachers need to effectively interpret and then use the data to monitor student progress in PLCs and use this to guide their planning ensuring they are teaching to the student's point of need through the inquiry process. Student voice and agency needs to be a critical element of the teaching and learning agenda both within the classroom and beyond with the aim of improving student engagement, student motivation and feelings of empowerment with their learning. The school needs to ensure that all staff have access to high quality professional learning that targets these priorities. Staff performance and development will be closely linked to the stated intent. The most recent School Review noted that many of the previous goals set in 2017, were only partially meet. The previous review was completed before the school was in existence and was based on the data collected from both Echuca South and Echuca West prior to amalgamating in 2018. It identified that the school was performing well below that of state benchmark and below that of like schools in most areas. Student attendance was an area that was well below the state and and also below like school average. Based on these findings, the focus for improvement for Echuca Twin Rivers School will be: • developing a high performance leadership team that empowers all staff to be leaders. This will be achieved through the development of a clear and concise document outlining the roles and responsibilities of each staff member ensuring accountability,

	and leadership development.
	• improving curriculum knowledge and implementing the agreed workshop instructional models across the school in a consistent manner. This will be achieved through targeted professional learning, regular classroom observations and learning walks.
	• ensuring consistency across the school when assessing, interpreting this data and then using this data to inform differentiated planning and curriculum delivery
	• enhancing student voice and agency via their learning / feedback by having greater input into the construction of curriculum units, class activities and the co-construction of learning goals in both literacy and numeracy.
	• engaging parents as partners in their child's learning by introducing learning conferences each term
	• improving social and emotional learning through explicit teaching of Respectful Relationships and the School Behaivour matrix (SWPBS)
	• implementing a range of strategies and processes to improve school attendance based on the document 'It Is Not Okay To Be Away' produced by the DET.

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Goal 1	Improve outcomes in literacy and numeracy for all students.
Target 1.1	By 2024, increase the percentage of students achieving at and above expected level in Victorian Curriculum - teacher judgements in F-6 in: • reading from 83% (2019) to 90% (2024) • writing from 73% (2019) to 85% (2024) • numeracy from 82% (2019) to 89% (2024)
Target 1.2	By 2024, increase the percentage of students achieving at the top 2 bands of NAPLAN in: **Year Three:** • reading from 46% (2019) to 55% (2024) • writing from 48% (2019) to 57% (2024) • numeracy from 32% (2019) to 43% (2024) **Year Five:** • reading from 20% (2019) to 40% (2024) • writing from 3% (2019) to 19% (2024) • numeracy from 22% (2019) to 32% (2024)

Target 1.3	By 2024, decrease the percentage of students achieving low benchmark growth in Year 5: - reading from 31% (2019) to 22% (2024) - writing from 30% (2019) to 21% (2024) - numeracy from 25% (2019) to 15% (2024
Target 1.4	By 2024, increase positive percentage endorsement in School Staff Survey for school climate and learning module factors: - collective efficacy from 52% (2019) to 70% (2024) - teacher collaboration from 64% (2019) to 75% (2024) **Practice improvement:** - professional learning through peer observation from 60% (2019) to 70% (2024) - seek feedback to improve practice from 80% in (2019) to 85% (2024) **Evaluation:** - understand how to analyse data from 80% (2019) to 85% (2024)
Key Improvement Strategy 1.a Evaluating impact on learning	Build teacher capabilities to use assessment data and evidence to differentiate teaching to meet student point of need
Key Improvement Strategy 1.b Evaluating impact on learning	Develop a school-wide approach to data collection and analysis to evaluate student learning growth over time.
Key Improvement Strategy 1.c	Build teacher knowledge and skill in delivering the Victorian Curriculum as a learning continuum

Curriculum planning and assessment	
Goal 2	Improve student engagement and wellbeing in their learning
Target 2.1	By 2024, increase the percentage positive endorsement of AtoSS factors for: • student voice and agency from 69% (2019) to 83% (2024) • stimulated learning from 81% (2019) to 89% (2024) • sense of connectedness from 70% (2019) to 80% (2024)
Target 2.2	By 2024, increase the percentage positive endorsement of POS factors: • student voice and agency from 69% (2019) to 84% (2024) • stimulating learning from 75% (2019) to 88% (2024) • student motivation and support 75% (2019) to 85% (2024)
Target 2.3	By 2024, increase the percentage positive endorsement in School Staff Survey (SSS) factors : **Teaching and learning module:** • promote student ownership of learning goals from 80% (2019) to 87% (2024) • support growth and learning of whole student from 87% (2019) to 93% (2024) **School climate:** • parent and community involvement from 61% (2019) to 73% (2024)

Target 2.4	By 2024, reduce the % of students with 20+ days absence from 39% in 2019 to 25% in 2024.
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Build teacher capability to activate student voice and agency within the classroom
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop student capability to set goals and monitor their own learning progress
Key Improvement Strategy 2.c Parents and carers as partners	Develop and implement strategies that involve parents and carers as partners in their child's learning
Key Improvement Strategy 2.d Health and wellbeing	Embed a whole-school approach to the development of the social and emotional wellbeing of students