

School Strategic Plan 2024-2028

Strathfieldsaye Primary School (1211)



Submitted for review by Cindi Bruechert (School Principal) on 05 June, 2024 at 12:04 PM

Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 05 June, 2024 at 01:32 PM

Endorsed by Kim Kohlman (School Council President) on 14 June, 2024 at 02:11 PM

School Strategic Plan - 2024-2028

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School vision	Our school vision is to empower everyone to learn and grow in an inclusive community.
School values	<p>Our values drive our actions, behaviour and attitudes - they are the 'core' of who we are. They help us be our very best.</p> <p>Caring - We look after our environment, and we show kindness to other people and to ourselves. Optimism - We are grateful for what we have and believe that we can make good things happen. We choose to be positive. Respect - We have integrity, and we understand that everyone has different feelings and different approaches to life. Excellence - We set high standards, and we persist until we have done our best.</p>
Context challenges	<p>Key Strengths - what our school review identified as areas of strength</p> <p>During the previous Strategic Plan period, student achievement outcomes were significantly improved by emphasising a more consistent application of instructional models and enhancing resources and professional development. Key initiatives included:</p> <ul style="list-style-type: none">- Revised Leadership Model: Implementation of new roles such as Assistant Principal - Leading the Teaching of Learning, and Learning Specialist with a Learning Focus.- Dedicated Time for Learning Specialists: Increased allocation of time for Learning Specialists to fulfill their roles beyond classroom teaching duties.- Consistency in Practice: Achieved greater uniformity in teaching practices across the school.- Adherence to the Instructional Model: Ensured consistent application of the instructional model.- High-Quality Professional Learning Communities: Enhanced focus on professional learning community inquiries related to student learning.- Primary Mathematics and Science Specialist Initiative: Participation in this initiative during 2023 and 2024, including the appointment of three PMS Specialists at 0.5 FTE.- Collaborative Planning Time: Introduction of designated time for collaborative planning focused on student learning. <p>Evidence gathered during the last school review process demonstrated that student wellbeing and engagement were significantly enhanced through various school initiatives, including:</p> <ul style="list-style-type: none">- Revised Leadership Model: Introduction of roles such as Assistant Principal - Leading the Teaching of Wellbeing and Learning Specialist with a Wellbeing Focus.- Dedicated Time for Learning Specialists: Increased allocation of time for Learning Specialists to fulfil their roles beyond classroom

	<p>teaching duties.</p> <ul style="list-style-type: none"> - Disability Inclusion Initiative and Schools Mental Health Fund: Implementation of these initiatives and related programs. - Consistent Delivery of Wellbeing Initiatives: Uniform application of programs such as The Berry Street Education Model, School Wide Positive Behaviour Supports, and Respectful Relationships, resulting in greater consistency across the school. - Enhanced Student Leadership Opportunities: Increased opportunities for student leadership roles. - Professional Learning Community Inquiries: Focused on high-quality inquiries related to student voice, agency, and goal setting. - Consistent Practice Among Education Support Staff: Continued emphasis on developing uniform practices among the Education Support Staff team. <p>Key Challenges - what our school review identified as challenges</p> <p>The school review process identified several inconsistencies and challenges across various areas within the school, including:</p> <ul style="list-style-type: none"> - Collaborative Planning Practices: Variability in how teachers engage in collaborative planning. - Student Agency in Learning: Inconsistent approaches to fostering student agency, hindering the achievement of this goal. - Teacher Understanding of Differentiation and Scaffolded Learning: Varied levels of understanding and application of differentiation and scaffolded learning techniques among teachers. - Implementation of Instructional Practices: Inconsistent application of instructional practices across classrooms. - PLC Leadership Capacity: Differences in the ability of Professional Learning Community (PLC) leaders to implement effective inquiry cycles. - Parent Engagement: Variability in parent involvement in their child's learning both at school and at home. - Student Wellbeing Challenges: Issues arising since the COVID pandemic, including increased anxiety levels, mental health concerns, and friendship difficulties. - Support for Students with Additional Needs: Inconsistent knowledge and capacity among staff to understand and support students with a range of additional needs.
<p>Intent, rationale and focus</p>	<p>Intent - What is our school trying to achieve?</p> <p>Our school is aiming to enhance literacy and numeracy outcomes for all students by:</p> <ul style="list-style-type: none"> - Supporting the consistent application of the agreed instructional models for literacy and numeracy. - Further developing, documenting, and embedding whole-school collaborative approaches to curriculum planning for teaching and learning. - Strengthening teacher capacity to analyse and use learning and wellbeing data to inform differentiated instruction. <p>Through these efforts, we seek to create a cohesive and effective educational environment that meets the diverse needs of our students and promotes their academic success.</p> <p>Our school is committed to improving student engagement and wellbeing outcomes by:</p>

- Developing programs that promote the mental and physical health and social-emotional wellbeing of students.
 - Embedding strategies to support and celebrate diversity and inclusion, and integrating a culturally responsive curriculum.
 - Strengthening teacher knowledge and practice to activate student voice and learner agency.
- By implementing these initiatives, we aim to foster a supportive, inclusive, and empowering educational environment for all students.

Rationale - Why is this important?

In the last School Strategic Plan (SSP), learning targets were not met, prompting the panel to recommend several new targets for the next SSP. It was determined that some instructional practices needed refinement to ensure the consistent implementation of the school's instructional models. The school was in the early stages of adopting collaborative planning practices, and further professional learning was recommended to achieve greater consistency. Improvement in this area could enhance curriculum planning, increase teacher capacity, and support differentiation. Although the Professional Learning Community (PLC) process was strong, the panel recommended professional development for PLC leaders to further refine and enhance this process.

Additionally, student and staff survey data declined over the SSP period, falling below the benchmarks of similar schools. This underscored the need to fully embed the wellbeing initiatives and programs introduced in the last SSP. The review also noted areas for improvement in fostering student agency in their learning, as highlighted by feedback from both teachers and students.

These findings emphasise the importance of our intent to improve student engagement and wellbeing outcomes through comprehensive and consistent educational practices.

Focus - What are we prioritising? How will our Strategic Plan unfold over 4 years?

Over the next four years, our Strategic Plan will prioritise the following areas:

- Improved Teacher Practice in Teaching and Learning: Support the consistent application of agreed instructional models and practices for literacy and numeracy.
- Differentiated Practice: Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated instruction.
- Collaborative Planning: Enhance teacher capacity to develop, document, and embed whole-school collaborative approaches to curriculum planning.
- Student Wellbeing: Review current wellbeing programs, consolidate them, and further embed initiatives that promote positive student wellbeing.
- Diversity & Inclusion: Investigate and implement strategies that support and celebrate community diversity and inclusion, alongside a culturally responsive curriculum.
- Student Voice and Learner Agency: Strengthen teacher knowledge and practice to promote and improve student voice and agency.

By focusing on these areas, we aim to create a supportive, inclusive, and effective educational environment that fosters both

academic and personal growth for all students.

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Goal 1	To increase literacy and numeracy outcomes for all students.
Target 1.1	NAPLAN target to be advised with the target related to percentage of students in the strong and exceeding proficiency levels at Years 3 and 5 in reading, writing and numeracy
Target 1.2	NAPLAN target to be advised with the target related to relative growth from Years 3 to 5 in reading, writing and numeracy
Target 1.3	<p>To increase the percentage of students at above and expected level Teacher Judgement growth time series (Semester 2 to Semester 2)</p> <ul style="list-style-type: none">• Reading & viewing from 70% (2022-23) to 80% (2026-27)• Writing from 72% (2022-23) to 80% (2026-2027)• Numeracy to be advised dependent on introduction of new strands in 2025
Target 1.4	<p>By 2028, increase the percentage of students at and above age expected level according to Teacher Judgement</p> <ul style="list-style-type: none">• Reading & viewing from 87% (2023) to 90% (2028)• Writing from 82% (2022-23) to 86% (2028)• Numeracy to be advised dependent on introduction of new strands in 2025

Target 1.5	<p>By 2028, increase the percentage positive responses on the AtoSS factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 78% (2023) to 85% • Stimulated learning from 66% (2023) to 78%
Target 1.6	<p>By 2028, increase the percentage positive responses on the Staff Opinion Survey (principal class and teachers) factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 53% (2023) to 70% • Collective efficacy from 65% (2023) to 80% • Use of student feedback to improve practice from 61% (2023) to 70%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Support consistent application of the agreed Instructional models for literacy and numeracy.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b	Further develop, document and embed whole school collaborative approaches to curriculum planning for teaching and learning .

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	To improve student engagement and wellbeing outcomes.
Target 2.1	By 2028, increase the percentage positive responses on the AtoSS factors: <ul style="list-style-type: none"> • Advocate at school maintained at 84% (2023) • Respect for diversity from 68% (2023) to 79% • Not experiencing bullying from 67% (2023) to 79% • Sense of confidence from 67% (2023) to 75% • Student voice and agency from 56% (2023) to 65% • Self-regulation and goal setting from 75% (2023) to 82%
Target 2.2	By 2028, decrease the percentage of students with 20 or more absence days from 27% (2023) to 25%

Target 2.3	<p>By 2028, increase the percentage positive response on the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • Stimulating learning environment from 70% (2023) to 75% • Student motivation & support from 64% (2023) to 72% • Student voice and agency from 65% (2023) to 74%
Target 2.4	<p>To increase the percentage positive response on the Parent Opinion Survey community engagement module factors:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 66% (2023) to 75% • School communication from 70% (2023) to 79% • Teacher communication from 58% (2023) to 68 (2027)
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop programs to promote mental and physical health and social-emotional wellbeing of students.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b	Embed strategies to support and celebrate diversity and inclusion, and embed a culturally responsive curriculum.

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen teacher knowledge and practice to activate student voice and learner agency.</p>