

School Strategic Plan 2021-2025

Strathmore Primary School (4612)

Strathmore

PRIMARY SCHOOL No.4612

Submitted for review by Peter Olm (School Principal) on 23 March, 2022 at 04:09 PM

Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 06 April, 2022 at 12:42 PM

Endorsed by Meagan Taylor (School Council President) on 06 April, 2022 at 12:44 PM

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School vision	Strathmore Primary School is an inclusive learning community whose members are on an ascending trajectory as lifelong learners and valued members of society. We exhibit the values of Character, Inspiration, Connection and Endeavour and experience these qualities in our learning and interactions. We continually grow as lifelong learners with a sense of voice and agency to achieve goals in our learning and personal development. We have high expectations as we engage with a stimulating and challenging curriculum that enables the development of high-level thinking, independence, resilience, responsibility, interpersonal understanding, care, trust and respect.
School values	Strathmore Primary School's values are Character, Inspiration, Connection and Endeavour. • Character - we act respectfully and support each other to develop effective personal characteristics and we appreciate the aspects of each individual that give them a unique personality. • Inspiration - we engage enthusiastically with learning and we challenge each other to think deeply and to be insightful, reflective and creative in our learning. • Connection - we connect with our learning, with each other, with our school community and with our world in ways that are inclusive, purposeful and thoughtful. • Endeavour - we use initiative in our thinking and actions along with a sense of adventure and commitment to lifelong learning. Our school values apply to all community members in relation to how we expect ourselves to act and interact and the experience that we will all have at Strathmore Primary School.
Context challenges	In the School Review conducted in 2021, Strathmore Primary School identified many strengths in student achievement, engagement and wellbeing that were evident from the previous four years of implementation of the Strategic Plan. Challenges and opportunities to further improve in moving forward in the development of a new Strategic Plan were also identified. The key terms of reference that led the fieldwork component of the review were: • To what extent does the school implement with fidelity a set of agreed instructional practices and frameworks to support student learning growth? • To what extent does the school use an inquiry improvement cycle to plan and inform teaching and learning to achieve student learning growth? • To what extent does the school successfully support student agency, and voice? The panel noted that there had been significant changes in school leadership over the duration and that this provided the opportunity to drive improvement and the redefinition of structures and mindsets in the school. As a result, there had been the effective introduction of a Professional Learning Community approach across the school and significantly improved results for student achievement in literacy and numeracy. Over the duration

	of the previous School Strategic Plan, Professional Learning Teams had noticeably taken an approach that increased collaboration, collective efficacy and collective responsibility. This resulted in greater differentiation and meeting of student learning needs. Over the years of the previous Strategic Plan, the school completed a major capital works building project along with a number of improvements to buildings and grounds with the majority of spaces in the school being modernised. The school has also increased the use, effectiveness and impact of digital technologies. This included aspects such as enhanced communication with families, the ability to pivot readily to remote learning and the streamlining of teacher work in relation to connectivity, communication and assessment. Importantly digital technologies were harnessed in student learning through a "Bring Your Own Device" iPad program from Years 3 through to 6 and innovative resourcing of STEM items, including robotics and coding kits to provide challenging and stimulating learning across the school. Following the gains and improvements over the course of the 2018 to 2021 Strategic Plan, the school is well placed to building on these strengths and commence the next phase of work. In conjunction with the findings of the review panel and the direction provided in the questions of the key terms of reference, the school has identified the following items as key directions for the 2022-2025 School Strategic Plan: • Continuing to build on the gains of the previous School Strategic Plan in relation to student learning outcomes in literacy and numeracy • Increasing fidelity and consistency in the implementation of the school instructional model, highly effective instructional practices and high-impact teaching strategies throughout the school through the Professional Learning Community process • Developing deeper levels of data analysis and increased accuracy of teacher judgement through improved data literacy of teachers, including moderation • Strengthening the capacity of teachers to personalise learning for each student • Increasing student voice and agency through implementation of an inquiry pedagogical model, cognitively engaging tasks and engagement with thinking strategies, including goal-setting, feedback, reflection and metacognition • Increasing the degree of differentiated learning challenge and cognitive demand for high achieving students • Increasing the development of middle leadership and the instructional leadership of the School Improvement Team • Continuing to use the PBS RTI 3-Tier model to provide individualised support and differentiation to priority cohorts, such as aboriginal students, students funded in the Program for Students with Disabilities and Equity-funded students and insight into the needs of EAL students
Intent, rationale and focus	INTENT: Strathmore Primary School aims to achieve improved learning growth across the curriculum, for all students, with a focus on literacy and numeracy. The school aims to enhance intellectual engagement and learning agency of students and the promotion of a positive climate for learning and the building of student wellbeing in learning and social contexts. RATIONALE: Every student can be engaged in learning, including direct involvement to set goals and improve their achievement. As students develop greater self-awareness and agency in their learning, they are more able to capitalise on strengths, address areas for improvement, make connections in their learning and transfer successful learning strategies. Gains in the achievement of higher-performing students supports the creation of a positive climate for learning that has impact for all students. Effective instructional practice connects teaching to learning gain. When students are engaged in a challenging curriculum through an effective pedagogical model, they are more able to develop critical and creative thinking abilities that are transferable in their learning. As students develop greater resiliency and social awareness, they are more able to use interpersonal skills to maintain respectful

relationships that contribute to an inclusive and positive climate for learning.

During the School Review that was completed in December 2021, the panel identified that the ways in which teachers understood and used data and formative assessments to evaluate and inform next steps could be strengthened. Strengthening consistency of evidence-based practices and greater monitoring of student achievement through the Victorian Curriculum continuum of learning aimed at teaching to each student's point of need were identified as areas of focus. Deepening the Professional Learning Communities (PLCs) approach was also suggested as a vehicle to strengthen the way teachers used data in a cycle of inquiry and reflected on their practice in order to build practice excellence to improve student learning outcomes. An analysis of the school's structures and processes to enable students to be confident and motivated learners, identified that the use of feedback and reflection strategies to support students could be strengthened to improve consistency in implementation across the school. The building of student skills and strategies in giving and receiving feedback was considered as an item for future work and it was also discussed that there were opportunities to strengthen partnerships in learning between students, staff and parents in order to build capacity to use strategies for giving and receiving feedback providing opportunities for greater student voice and learner agency. Continuing to embed the whole school wellbeing approach was another aspect identified as future work by the review panel, along with continuing to strengthen the partnerships with parents and carers around curriculum, student wellbeing and student progress.

FOCUS:

The Strategic Plan will focus on key improvement strategies that will be implemented over four years, including:

- Implementing evidence based whole school teaching and learning practices with consistency and fidelity.
- Building the capacity of middle level leadership.
- Strengthening data literacy and reliable use of assessments to improve student learning growth.
- Developing a Guaranteed and Viable curriculum for literacy and numeracy
- Develop and implement consistent whole school understanding and approach to increase student agency in learning.
- Embedding effective pedagogical models and instructional practices to enhance intellectual engagement and empowerment of students.
- Develop teacher capacity to create learning environments that support student/teacher partnerships.
- Strengthen and embed processes for supporting student resilience and wellbeing.
- Strengthen partnerships and engagement with parents, carers and families.

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Goal 1	To improve student learning outcomes for every student in literacy and numeracy.
Target 1.1	By 2025, increase the percentage of students in Years 3 and 5 achieving in the Top 2 NAPLAN bands for the domains of: <i>Year 3</i> • Reading to 80% (from 73% in 2021) • Writing to 75% (from 68% in 2021) • Numeracy to 70% (from 50% in 2021) <i>Year 5</i> • Reading to 60% (from 40% in 2021) • Writing to 45% (from 32% in 2021) • Numeracy to 50% (from 36% in 2021)
Target 1.2	By 2025, increase the percentage of Year 5 students assessed as “meeting or above” benchmark growth in NAPLAN: • Reading to 85% (from 78% in 2021, with above benchmark growth increasing to 35%, up from 25% in 2021) • Writing to 85% (from 83% in 2021, with above benchmark growth increasing to 30%, up from 26% in 2021) • Numeracy to 85% (from 75% in 2021, with above benchmark growth increasing to 30%, up from 23% in 2021)
Target 1.3	By 2025, reduce the variance in performance between female and male student achievement in the Top 2 NAPLAN Bands for Reading, Writing and Numeracy in the domains of: <i>Female Students</i> • Year 3 Numeracy increased to 55% (from 35% in 2021, with Similar Schools being 48% and Network being 49% and male students at Strathmore PS being 65% in 2021) • Year 5 Numeracy increased to 40% (from 29% in 2021, with Similar Schools being 36% and Network being 34% and male students at Strathmore PS being 44% in 2021) <i>Male Students</i> • Year 3 Writing increased to 70% (from 57% in 2021, with Similar Schools being 60% and Network being 58% and female students at Strathmore PS being 79% in 2021) • Year 5 Reading increased to 50% (from 33% in 2021, with Similar Schools being 51% and Network being 50% and female students at Strathmore PS being 45% in 2021)
Target 1.4	By 2025, increase the percentage of F-2 students identified by teacher judgement on Victorian Curriculum F-10 levels as above expected level in the following areas: • Reading and Viewing to 70% (from 49% in 2021) • Writing to 70% (from 32% in 2021) • Number and Algebra to 60% (from 45% in 2021)

Target 1.5	By 2025, increase the percentage of Year F-6 students who achieve at or above the expected level of growth on Victorian Curriculum F-10 levels over the course of a year (measured in December) to 85% for: • Reading and Viewing (from 78% in 2021) • Writing (from 74% in 2021) • Number and Algebra (from 76% in 2021)
Target 1.6	By 2025, as an average across four years of the Strategic Plan, the Student Attitudes to School Survey will demonstrate a positive endorsement to 90% or above for the factor of: • Effective Teaching Time (from 85% in 2021)
Target 1.7	By 2025, as an average across the four years of the Strategic Plan, increase the percentage of positive endorsement by Principal/Teacher responses on School Staff Survey School modules for: • School Climate to 80% (from 68.5% in 2021) • Safety and Wellbeing to 70% (from 59% in 2021) • Teaching and Learning Modules to 80% (from 73% in 2021)
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	
Implement evidence-based, whole-school teaching and learning practices with consistency and fidelity.	
Key Improvement Strategy 1.b Instructional and shared leadership	
Build the capacity of middle level leadership.	
Key Improvement Strategy 1.c Evaluating impact on learning	
Strengthen data literacy and reliable use of assessments to improve student learning growth.	
Key Improvement Strategy 1.d Curriculum planning and assessment	
Develop a guaranteed and viable curriculum for literacy and numeracy	

Goal 2	To improve student engagement and agency in learning.
Target 2.1	By 2025, increase the percentage of positive endorsement to 80% or above on the Student Attitudes to School Survey for the factor of: • Student Voice and Agency (from 66% in 2021)
Target 2.2	By 2025, as an average across four years of the Strategic Plan, the Student Attitudes to School Survey will demonstrate a positive endorsement of 90% or above for the factors of: • Sense of Confidence (from 83% in 2021) • Stimulated Learning (from 87% in 2021) • Motivation and Interest (from 87% in 2021)
Target 2.3	By 2025, increase the percentage of positive endorsement to 90% or above on the Parent Opinion Survey for the domain of: • Student Cognitive Engagement (from 79% in 2021)
Target 2.4	By 2025, increase the percentage of positive endorsement by Principal/Teacher responses on School Staff Survey School across modules for: • School Leadership to 70% (from 55% in 2021, with specific focus on increasing positive endorsement to 70% by 2025 in the following factors: Instructional Leadership, from 57% in 2021; Leading Change, from 52% in 2021; Visibility, from 30% in 2021; and Cultural Change, from 43% in 2021) • Professional Learning to 70% (from 51% in 2021)
Key Improvement Strategy 2.a Empowering students and building school pride	
Develop and implement consistent whole school understanding and approach to increase student agency in learning.	
Key Improvement Strategy 2.b Health and wellbeing	
Develop teacher capacity to create positive learning environments that support student/teacher partnerships.	

Goal 3	To improve student wellbeing.
Target 3.1	By 2025, as an average across four years of the Strategic Plan, the Student Attitudes to School Survey will demonstrate a positive endorsement of 90% or above for the factors of: • Perseverance (from 77% in 2021) • Respect for Diversity (from 76% in 2021) • Sense of connectedness (from 82% in 2021) • Advocate at School (from 87% in 2021) • Teacher Concern (from 75% in 2021) • Sense of Inclusion (from 88% in 2021) • Managing Bullying (from 78% in 2021) • Not Experiencing Bullying (from 85% in 2021)
Target 3.2	By 2025, as an average across four years of the Strategic Plan, the Parent Opinion Survey will demonstrate an increase in positive endorsement for the domains of: • Parent Community Engagement to 85% (from 71% in 2021) • Connection and Progression to 90% (from 87% in 2021) • School Safety to 90% (from 85% in 2021)
Target 3.3	By the end of 2025, the average number of absent days per student across the school will be less than 10 days (down from an avg. of 13 days in 2021)
Target 3.4	By the end of 2025, the average number of absent days per equity-funded student across the school will be 15 days or less (down from an avg. of 24 days in 2021)
Key Improvement Strategy 3.a Health and wellbeing	
Strengthen and embed processes for supporting student wellbeing.	
Key Improvement Strategy 3.b Parents and carers as partners	
Strengthen partnerships and engagement with parents, carers and families.	