

School Strategic Plan 2020-2024

Traralgon South Primary School (2114)



Submitted for review by Joel Blythman (School Principal) on 05 February, 2021 at 11:30 AM
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School vision	<p>Our school community challenges and inspires us to be inquisitive and motivated learners with high expectations of ourselves. We will develop the skills to ably solve problems through life's challenges.</p>
School values	<p>Our values reflect our ambition to be community minded citizens for today, tomorrow and the future, and is represented by the RIPPER acronym: Resilience, Independence, Persistence, Pride, Empathy and Respect.</p>
Context challenges	<p>Enrolments at the time of 2020-2024 SSP development was 112 students, with these remaining typically steady from year to year. In 2020, the Student Family Occupation (SFO) category was 0.3718 and the Student Family Occupation Education (SFOE) index was 0.3486. The school's enrolment includes 4.2% disability, 20% students Equity Funded Level 1 to Level 2 and two aboriginal students. The workforce comprises of a principal, 7.2 full time equivalent (FTE) classroom teachers, a business manager and 2.03 FTE Education Support staff.</p>
Intent, rationale and focus	<p>The following areas have been identified as key directions for the 2020-2024 School Strategic Plan:</p> <ul style="list-style-type: none"> • Agency in learning to support students' engagement and learning growth • Distributive instructional leadership across the school • Literacy and numeracy student learning growth and achievement across the school • Whole-school instructional model • PLCs' collaborative teacher practice, peer observation and feedback • Curriculum planning, instructional practice, and assessment <p>By further developing staff capabilities with high-impact teaching strategies, evaluation of impact on learning and collaborative practice across all levels through a PLC approach, also supported by the implementation of consistent documentation and processes, student outcomes will improve. Furthermore, by developing and embedding a greater understanding and implementation of empowering students as self-regulated learners, then student participation as active learners and learning outcomes will improve.</p> <p>This work will be strategically sequenced over a four-year period, with the school community engaged at key touch points.</p>

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Goal 1	To maximise learning growth and achievement for all students in literacy and numeracy
Target 1.1	NAPLAN top two bands (target baseline is a three-year average 2017-2019): <ul style="list-style-type: none"> • 41% to 50% (2024) or more of Year 3 & 5 students to achieve in the top 2 bands for NAPLAN numeracy • 57% to 65% (2024) or more of Year 3 & 5 students to achieve in the top 2 bands for NAPLAN reading • 30% to 40% (2024) or more of Year 3 & 5 students to achieve in the top 2 bands for NAPLAN writing.
Target 1.2	Annual NAPLAN benchmark growth meeting or above (target baseline is a three-year average 2017-2019): <ul style="list-style-type: none"> • From 82% to 88% (2024) meeting or above benchmark growth in numeracy • From 72% to 78% (2024) meeting or above benchmark growth in reading • From 73% to 79% (2024) meeting or above benchmark growth in writing.
Target 1.3	Increase the percentage of students that achieve 12 months or more learning growth in reading, writing and numeracy according to Teacher Judgements against the Victorian Curriculum Standards from Foundation to Year 6. <ul style="list-style-type: none"> • Reading and viewing from 68% to 80% • Writing from 66% to 80% • Numeracy (Measurement & geometry) from 88% to 95% • Numeracy (Number & algebra) from 84% to 91% • Numeracy (Statistics & probability) from 74% to 81%.
Target 1.4	Improve the following on the School Staff Survey based on the percentage of positive endorsement: <p>Module: Professional Learning</p> <ul style="list-style-type: none"> • Feedback (teacher), 2019 from 42% to 75% (2024) • School Level Support (2019) from 69% to 85% (2024). <p>Module: School Leadership</p> <ul style="list-style-type: none"> • Leading Change (2019) from 69% to 80% (2024) • Cultural Leadership (2019) from 79% to 85% (2024). <p>Module: School staff safety and Well-being</p> <ul style="list-style-type: none"> • Staff psychological safety (2019) from 64% to 80% (2024) • Staff professional safety (2019) from 71% to 85% (2024).

	<p>Module: Teaching and Learning- Practice Improvement</p> <ul style="list-style-type: none"> Professional learning through peer observation (2019) from 43% to 80% (2024) Seek feedback to improve practice (2019) from 68% to 80% (2024).
<p>Key Improvement Strategy 1.ay Instructional and shared leadership</p>	Build a distributive approach to instructional leadership.
<p>Key Improvement Strategy 1.by Curriculum planning and assessment</p>	Establish a whole school approach to curriculum, planning, teaching and assessment.
<p>Key Improvement Strategy 1.cy Evidence-based high-impact teaching strategies</p>	Implement a whole-school instructional model that utilises high impact teaching strategies which delivers differentiation in learning for all students.
<p>Key Improvement Strategy 1.dy Building practice excellence</p>	Build teachers as learners by establishing a culture of observation and feedback.
<p>Key Improvement Strategy 1.ey Evaluating impact on learning</p>	Embed PLC's with collective responsibility for effectively using data to ensure learning challenge, supported by regular monitoring, evaluating and tracking of student learning growth.
<p>Goal 2</p>	Build engaged, independent and self-regulating learners
<p>Target 2.1</p>	<p>The following on the Attitudes to School Survey to be at or above 90%:</p> <ul style="list-style-type: none"> Sense of confidence from 86% (2019) to 90% (2024) Self-regulation and goal setting from 87% (2019) to 90% (2024) Student voice and agency from 87% (2019) to 90% (2024) Effort from 89% (2019) to 90% (2024)
<p>Target 2.2</p>	<p>Improve the following on the School Staff Survey to be at or above 90% by 2024:</p> <p>Module: School Climate</p> <ul style="list-style-type: none"> Trust in students from (2019) 85% <p>Module: Teaching and Learning - Evaluation</p> <ul style="list-style-type: none"> Use student feedback to improve practice (2019) 90%. <p>Module: Teaching and Learning - Implementation</p> <ul style="list-style-type: none"> Promote student ownership of learning goals from (2019) 88%
<p>Target 2.3</p>	Improve the following on the Parent Survey from a 3-year average base line 2017-19:

	<ul style="list-style-type: none"> • Effective teaching 78% to 85% (2024) • Stimulating learning environment from 79% to 85% (2024) • High expectations from 92% to be at or above 95% (2024) • Stimulating learning environment from (2019) 77% to 85% (2024)
Key Improvement Strategy 2.ay Empowering students and building school pride	Activate student voice and agency to build authentic student led learning opportunities
Key Improvement Strategy 2.by Empowering students and building school pride	Establish consistent and whole school processes and practices to enable all students to monitor their own learning growth and identify the next level of learning
Key Improvement Strategy 2.cy Setting expectations and promoting inclusion	Develop feedback processes that enables teachers and students to measure the impact of teaching and learning on high learning growth for all students
Key Improvement Strategy 2.dy Empowering students and building school pride	Build inclusive student voice and leadership across the school to model and advocate the RIPPER values