

School Strategic Plan 2022-2026

Irymple South Primary School (3702)



Submitted for review by Robyn Brooks (School Principal) on 01 December, 2022 at 02:40 PM
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 01 December, 2022 at 02:41 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

Irymple South Primary School (3702)

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| School vision | <p>Vision: Together we will make the Irymple South Primary School community the best place for learning and growth.</p> <p>Mission: We will empower every student to reach their full potential academically, socially and emotionally through high quality teaching practice, equipping them with the knowledge, skills and dispositions for lifelong learning in a safe, inclusive and thriving environment.</p> |
| School values | <p>Our Values support quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.</p> <p>These values are the basis for the social, intellectual, emotional, spiritual and moral development of the child.</p> <p>Optimism- Thinking in a positive way and looking for solutions, expecting good results and success, and focusing on making life happier.</p> <p>Ownership- Taking responsibility for our learning and actions.</p> <p>Curiosity- Questioning, challenging and exploring to gain a deeper understanding of the world around us and our place in it.</p> <p>Inclusion- Respecting, valuing and supporting all members of our community to participate, learn, develop and succeed.</p> |
| Context challenges | <p>Our key challenges include embedding the systematic processes currently in place to gather data and evidence to identify student needs and to plan for learning, and to use this data to provide feedback on student learning growth, attainment and wellbeing capabilities.</p> <p>To provide opportunities for students at all levels to give teachers feedback through a consistent, whole school approach.</p> <p>To develop inquiry-based and discipline-rich learning pathways in reading, writing and maths that are responsive, challenging and engaging for all students.</p> <p>To embed systematic and responsive structures and processes to ensure wellbeing is prioritised, and to maintain active partnerships with families, specialist providers and community organisations.</p> |
| Intent, rationale and focus | <p>Intent: Maximise the achievement and learning growth of every student.</p> |

Rationale:

Analysis of teacher judgement indicated that achievement of students at all year levels 1 - 6 exceeded that of similar schools. In addition, an analysis of NAPLAN data highlighted a reduction in the percentage of students in the low growth in reading, writing and spelling and the target for top two bands was also exceeded in reading, writing and spelling. However, the panel found the percentage of students achieving the top two bands in Numeracy at Year 3 and the percentage making high growth in Numeracy at Year 5 declined over the SSP.

The panel agreed that there is a need to embed the current learning model and to further develop the levels of feedback and formative assessment practices, particularly in maths.

Over the next four years we will:

- Build teacher capacity to use data to provide effective learning focused feedback to students.
- Embed systematic processes to gather data and evidence to support the prioritisation, development and implementation of actions to support learning.
- Further develop the capacity of teachers to design learning programs which explicitly build deep levels of thinking and application.

Intent:

Strengthen student voice and learner agency.

Rationale:

The Panel found from focus groups and discussion with students during classroom visits that all students in Years 2–6 knew their learning goals and some students in the younger years knew their goals. The older students knew their next steps and demonstrated understanding of the learning continuum when some commented that they had to consolidate a skill before moving on to the next one. It was agreed that scaffolds such as the Visible Learning Cycle and Visible Learning Pathways supported students to strengthen learner agency but this needs to be embedded. The need to develop a consistent whole school approach for students to give teachers feedback was also identified.

Over the next four years we will:

- Create opportunities for students to have agency and influence in their learning.
- Further develop purposeful partnerships with parents and carers to promote student engagement with learning.
- Develop and implement an inquiry-based and discipline-rich curriculum approach that is responsive, challenging and engaging for students.

Intent:

Improve the social and emotional wellbeing of every student.

Rationale:

The Wellbeing team was established to provide a more pro-active strategy for meeting the needs of students. The Panel found that the school utilised the support services available when needed and had employed a social worker to provide additional support to the wellbeing team. The Tutor learning initiative enabled the school to use a multi-tiered system of support to address the learning needs of individuals and groups. The tutors were experienced teachers who met regularly as a team to share best practice.

A system was introduced to enable prompt reporting of student behaviour incidents and a monthly meeting of school leaders to analyse incident data enabled considered responses to students' diverse behaviour needs and early intervention for students who needed it. The Panel found that this system had reduced the number of major behaviour incidents.

The panel agreed that these systematic processes need to be embedded.

Over the next four years we will:

- Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.
- Embed the whole school approach to health, wellbeing, inclusion and engagement.

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| Goal 1 | Maximise the achievement and learning growth of every student. |
| Target 1.1 | <p>By 2026, increase the percentage of students achieving the NAPLAN top two bands for:</p> <p>Year 3:</p> <ul style="list-style-type: none">• Reading to 70% (from 57% in 2021)• Spelling to 60% (from 42% in 2021)• Numeracy to 60% (from 41% in 2021) <p>Year 5:</p> <ul style="list-style-type: none">• Reading to 58% (from 55% in 2021)• Spelling to 35% (from 28% in 2021)• Numeracy to 45% (from 39% in 2021) |
| Target 1.2 | <p>By 2026, increase the percentage of Year 5 students who achieve NAPLAN Above benchmark growth for:</p> <ul style="list-style-type: none">• Reading to 25% (from 22% in 2021)• Spelling to 20% (from 15% in 2021)• Numeracy to 25% (from 17% in 2021) |
| Target 1.3 | <p>By 2026, using Teacher Judgement data, increase the percentage of students who achieve above age expected growth to 20% in Reading and Viewing</p> |

Reading and Viewing from:

- 16% at Year 2 (2021)
- 9% at Year 4 (2021)
- 8% at Year 5 (2021)
- 16% at Year 6 (2021)

Number and Algebra from

- 9% at Year 2 (2021)
- 4% at Year 3 (2021)
- 17% at Year 4 (2021)
- 6% at Year 5 (2021)
- 7% at Year 6 in 2021 (2021)

By 2026, using Teacher Judgement data, decrease the percentage of students who achieve Below age expected growth to less than 16% at the below year levels.

Reading and Viewing:

- 17% at Year 3 (2021)

Number and Algebra:

- 21% at Year 2 (2021)
- 28% at Year 3 (2021)
- 21% at Year 4 (2021)
- 16% at Year 5 (2021)

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| Target 1.4 | By 2026, increase the per cent positive endorsement on the SSS for Academic emphasis to at least 94% (from 89%, 2021) |
| Target 1.5 | <p>By 2026, increase the per cent positive endorsement on the AtoSS to at least 85%, for Years 5–6 in:</p> <ul style="list-style-type: none"> • Perseverance (from 79%, 2021) • Stimulated learning (from 79%, 2021) |
| Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Build teacher capacity to use data to provide effective learning focused feedback to students. |
| Key Improvement Strategy 1.b 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 | Embed systematic processes to gather data and evidence to support the prioritisation, development and implementation of actions to support learning. |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Further develop the capacity of teachers to design learning programs which explicitly build deep levels of thinking and application. |
| Goal 2 | Strengthen student voice and learner agency. |

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| Target 2.1 | <p>By 2026, increase the overall per cent positive endorsement on the AtoSS for Years 4–6 to at least 85% for:</p> <ul style="list-style-type: none"> • Student voice and agency (from 72%, 2021) • Motivation and interest (from 80% in 2021) |
| Target 2.2 | <p>By 2026, increase the per cent positive endorsement on the SSS to at least 94% for:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice (from 89%, 2021) • Professional learning through peer observation (from 89%, 2021) |
| Target 2.3 | <p>By 2026, increase the per cent positive endorsement on the POS for:</p> <ul style="list-style-type: none"> • Student agency and voice to at least 90% (from 81%, 2021) • Parent participation and engagement to at least 80% (from 59%, 2021) |
| Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Create opportunities for students to have agency and influence in their learning. |
| Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Further develop purposeful partnerships with parents and carers to promote student engagement with learning. |

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| <p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | <p>Develop and implement an inquiry-based and discipline-rich curriculum approach that is responsive, challenging and engaging for students.</p> |
| <p>Goal 3</p> | <p>Improve the social and emotional wellbeing of every student.</p> |
| <p>Target 3.1</p> | <p>By 2026, increase the per cent positive endorsement on the AtoSS for:</p> <ul style="list-style-type: none"> • Emotional awareness and regulation to 80% (from 75%, 2021) • Teacher concern to 80% (from 75%, 2021) • Managing bullying to 95% (from 90%, 2021) |
| <p>Target 3.2</p> | <p>By 2026, increase the per cent positive endorsement on the POS to at least 80% for Managing bullying (from 71%, 2021).</p> |
| <p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p> | <p>Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.</p> |
| <p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Embed the whole school approach to health, wellbeing, inclusion and engagement.</p> |

