

School Strategic Plan 2021-2025

Trentham District Primary School (1588)



Submitted for review by Arthur Lane (School Principal) on 12 May, 2022 at 03:18 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

School Strategic Plan - 2021-2025

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| School vision | To inspire a community of learners who are curious, kind, and empowered to be the best they can be. |
| School values | Courage Kindness Respect |
| Context challenges | <p>Terms of Reference Focus Question 1: To what extent is the teaching and learning approach agreed upon, documented and implemented?</p> <p>The Panel found that leadership and staffing changes in the previous four years, combined with disruptions to on-site learning due to COVID-19 related lockdowns and periods of remote learning, had limited the school's opportunities to review current teaching and learning practices. The development and implementation of consistent, documented approaches to teaching and learning were not consistently and strategically resourced and supported by school leaders to enable improved teacher practice.</p> <p>Terms of Reference Focus Question 2: How effectively do teachers collaborate and use evidence to drive differentiated planning and teaching and learning?</p> <p>The Panel found that the lack of opportunity to collaborate and the absence of school documented processes for the use of assessment data and evidence to evaluate student learning progress and to plan for the next steps in learning for all students, had impacted the effective use of data to inform differentiation of teaching and learning programs. Teachers had not been adequately supported to improve their practice through a strategic professional learning plan and to use assessment data and school data sets to evaluate teacher impact on student learning.</p> <p>Terms of Reference Focus Question 3: To what extent are students engaged and empowered in their learning?</p> <p>The Panel found that student voice and agency in learning was emerging and teacher knowledge and understanding varied. The Panel agreed that the reintroduction of classroom observations to allow staff to examine the effective practice of some teachers in student agency in learning would build the capability of all teachers. Observations of classrooms identified that the school was very well resourced and this was confirmed by teachers, students and parents. Teachers had the physical and time resources to plan and provide challenging and stimulating learning programs for students. The Panel agreed teachers needed professional learning opportunities to build their knowledge and understanding of student voice and agency in learning to enable them to empower</p> |

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| | students in their learning. |
| Intent, rationale and focus | <p>Intent: Improve student learning outcomes in literacy and numeracy. Improve student engagement and motivation to learn. Improve the social and emotional wellbeing of all students.</p> <p>Rationale: The school's NAPLAN top two bands data demonstrated improvement in achievement at Year 3 but not at Year 5. There was minimal improvement in the percentage of students achieving above standard in teacher judgements and the percentage of students achieving below the expected standard was increasing for reading, numeracy and writing. Examination of NAPLAN benchmark growth identified higher than expected levels of below benchmark growth in all domains, particularly in writing. The school needed to develop agreed teaching and learning practices and implement consistent teaching practice schoolwide in order to improve student learning outcomes in literacy and numeracy. There has been minimal evidence of student voice and agency in learning during the classroom observations conducted as part of the review fieldwork. Feedback from teachers and students also indicated that knowledge and understanding of voice and agency in learning was limited and an area for improvement. Panel members observed mostly teacher directed learning with some evidence of student collaboration in learning. Empowering students in their learning will improve student engagement and motivation to learn. The percentages of positive student responses in the Attitudes to School Survey were low for every factor. Students indicated low levels of engagement with learning, low perceptions of teacher-student relationships and indicated they were not feeling resilient or connected with school, their teachers or their peers. The Panel agreed this was impacted significantly by changes in leadership and staff and by extended periods of remote learning and social lockdowns. The Panel agreed that this was a key focus area and parent focus group feedback supported this.</p> <p>Focus: Develop, document and implement a guaranteed and viable curriculum. Build teacher data literacy in order to inform teaching and learning. Develop and implement a consistent, whole school approach to assessment of student learning progress. Develop student learning opportunities that are challenging, engaging and promote curiosity. Develop opportunities for parents and carers to be partners in their child's learning. Develop approaches to empower students in their learning and to build school pride. Implement an agreed social and emotional wellbeing framework. Strengthen the partnership between students, staff and parents and carers.</p> |

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| Goal 1 | Improve student learning outcomes in literacy and numeracy. |
| Target 1.1 | <p>By 2025 the percentage of Year 3 students achieving in the top two bands of NAPLAN to increase:</p> <ul style="list-style-type: none">• In Reading from 75% in 2021 to 80%• In Writing from 50% in 2021 to 60%• In Numeracy from 50% in 2021 to 55%. <p>By 2025 the percentage of Year 5 students achieving in the top two bands of NAPLAN to increase:</p> <ul style="list-style-type: none">• In Reading 50% in 2021 to 60%• In Writing from 13% in 2021 to 25%• In Numeracy from 13% in 2021 to 35% |
| Target 1.2 | <p>By 2025 decrease the percentage of Year 5 students achieving in the bottom two bands of NAPLAN:</p> <p>In Reading from 38% in 2021 to 10%</p> <p>In Writing from 50% in 2021 to 15%</p> <p>In Numeracy from 25% in 2021 to 10%</p> |
| Target 1.3 | By 2025 increase the percentage of students in Year 5 meeting or above benchmark growth in NAPLAN: |

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| | <ul style="list-style-type: none"> • Reading from 71% in 2021 to 90% • Writing from 29% in 2021 to 75% • Numeracy from 71% in 2021 to 85% |
| Target 1.4 | <p>By 2025 increase the percentage of Year F-6 students achieving at and above the Victorian Curriculum standards in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 81% in semester 2, 2021 to 90% • Writing from 83% in semester 2, 2021 to 85% • Number and Algebra from 90% in semester 2, 2021 to 92% |
| Target 1.5 | <p>Improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • School leadership from 27% in 2021 to 75% by 2025 • Academic Emphasis from 50% in 2021 to 75% by 2025 • Collective Efficacy from 78% in 2021 to 85% by 2025 • Time to share pedagogical content knowledge from 0% in 2021 to 70% in 2025 • Professional learning targeted to improve literacy and numeracy from 25% in 2021 to 75% in 2025 |
| Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop, document and implement a guaranteed and viable curriculum. |
| Key Improvement Strategy 1.b | Build teacher data literacy in order to inform teaching and learning. |

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| <p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> | |
| <p>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</p> | <p>Develop and implement a consistent, whole school approach to assessment of student learning progress.</p> |
| <p>Goal 2</p> | <p>Improve student engagement and motivation to learn.</p> |
| <p>Target 2.1</p> | <p>By 2025 the percentage positive responses for the Attitudes to School Survey to increase for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 54% in 2021 to 81% • Differentiated learning challenge from 68% in 2021 to 90% • Motivation and interest from 51% in 2021 to 75% • Sense of confidence from 58% in 2021 to 75% • Student voice and agency from 51% in 2021 to 70%. |
| <p>Target 2.2</p> | <p>Improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Professional learning to improve practice from 50% in 2021 to 75% in 2025 • Understand how to analyse data from 50% in 2021 to 75% in 2025 • Knowledge of high impact teaching strategies to increase from 25% in 2021 to 75% in 2025 • Collaborate to plan curriculum from 25% in 2021 to 75% in 2025 |

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| | <ul style="list-style-type: none"> • Professional learning through peer observations from 25% in 2021 to 75% in 2025 • Believe peer feedback improves practice from 50% in 2021 to 75% in 2025 • Timetables meetings to support collaboration from 25% in 2021 to 75% in 2025 |
| Target 2.3 | <p>Improve the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Stimulated learning environment from 73% in 2021 to 80% in 2025 • Student motivation and support from 70% in 2021 to 80% in 2025 • Student voice and agency from 73% in 2021 to 80% in 2025 |
| Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Develop student learning opportunities that are challenging, engaging and promote curiosity. |
| Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Develop opportunities for parents and carers to be partners in their child's learning. |
| Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop approaches to empower students in their learning and to build school pride. |

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| Goal 3 | Improve the social and emotional wellbeing of all students. |
| Target 3.1 | <p>By 2025, increase the percent positive responses on AToSS in the factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 62% in 2021 to 80% • Teacher concern from 53% in 2021 to 75% • Perseverance from 56% in 2021 to 80% • Managing bullying from 68% in 2021 to 75% • Respect for diversity from 71% in 2021 to 80% |
| Target 3.2 | <p>By 2025 the percentage positive endorsement for the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> • Support growth and learning of the whole child from 50% in 2021 to 80% • Use student feedback to improve practice from 25% in 2021 to 75% |
| Target 3.3 | <p>By 2025 increase the percentage endorsement for the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Not experiencing bullying from 70% in 2021 to 80% in 2025 • General school improvement factor from 65% in 2021 to 80% in 2025 |
| <p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p> | Implement an agreed social and emotional wellbeing framework. |

Key Improvement Strategy 3.b

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

Strengthen the partnership between students, staff and parents and carers.

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