**School Strategic Plan 2020-2024**

Lower Plenty Primary School (1295)



Submitted for review by Susan Spurr (School Principal) on 18 February, 2021 at 04:43 PM
Endorsed by Clare Read (Senior Education Improvement Leader) on 25 February, 2021 at 04:58 PM
Awaiting endorsement by School Council President

**School Strategic Plan - 2020-2024**

Lower Plenty Primary School (1295)

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| School vision | We envisage Lower Plenty Primary School as a welcoming and exciting place to learn and work.We see positive students with a strong sense of self, achieving their goals and growing in a stimulating and relevant curriculum.Students will demonstrate initiative and responsibility with the capacity to self-evaluate.Students will be well equipped with the skills necessary to be productive citizens of our democracy.We see staff members who are enthusiastic and committed, and who are continually working to achieve and share best practices.We see parents who are actively involved and supportive of staff to enhance the earning environment. This is achieved through strong partnerships between staff and parents, and engaging and well planned curriculum, well trained and committed staff, excellent facilities and resources and a strong commitment to the ongoing development and growth of the Lower Plenty Primary School Community. (2017-2020) |
| School values | The following key values underpin all that we do:Care - Thinking of othersHonesty - Being truthfulAchievement - Recognising achievement and celebrating success and discovering new things to improve knowledge and skillsRespect - An attitude of admiration or esteemResponsibility - Making good decisionsFun - Ensuring enjoyment and success for all(2017-2020) |
| Context challenges | In the period of this Strategic Plan our school's key challenges are:- a changed and changing staff profile and student population- to improve the learning growth in literacy and numeracy for every student- to empower students to be actively engaged and take ownership of their learning- to enhance student wellbeing, connectedness and pride in the school |
| Intent, rationale and focus | Student achievement - to improve the learning growth in literacy and numeracy for all students. If a rich and rigorous teaching and learning instructional model is developed and implemented, then student learning growth and performance in literacy and numeracy will be maximised.The school will:• develop and imbed an agreed instructional model• embed a whole school culture of collaborative professional learning communities with high expectations for all• build teacher's data literacy skills to inform shared planning for differentiated learningStudent engagement - to empower students to be actively engaged and take ownership of their learning. We recognise that when students are empowered with the knowledge, skills and dispositions to exercise effective voice, agency and leadership they are enabled to manage their own learning.The school will:• build a shared understanding of student voice and agency in learning and implement a whole school approach• embed an approach to the use of data and evidence that enables students to track their own progress and inform goal setting• increase the capacity of all students to become leadersStudent wellbeing - enhance student wellbeing, connectedness and pride in the school. We recognise that when schools, students, families and community groups work together to support learning, that children do better in school, stay in school longer and enjoy school more.The school will:• review the school's vision, mission and values and integrate these in all aspects of the school• strengthen the partnership between staff, students, parents and carers to create a shared responsibility for student learning• embed a whole school framework for student wellbeing with a focus on building positive relationships and student resilience |

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| Goal 1 | Improve the learning growth in literacy and numeracy for every student |
| Target 1.1 | **Victorian curriculum teacher judgements** Increase the percentage mean of students assessed in Years 1 to 6 with 12 months growth or greater:* reading and viewing from 65% in 2019 to 75% in 2024
* writing from 66% in 2019 to 70% in 2024
* number and algebra from 70% in 2019 to 80% in 2024.
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| Target 1.2 | Increase the percentage of students at Year 5 above benchmarked growth on NAPLAN* reading from 17% in 2019 to 25% in 2024
* writing from 21% in 2019 to 26 % in 2024
* numeracy from 8% in 2019to 21% in 2024.
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| Target 1.3 | Increase the percentage of Year 5 students achieving in the top two NAPLAN bands (based on 2019 data):* reading from 41% in 2019 to 45% or higher in 2024
* writing from 13% in 2019 to 23% or higher in 2024
* numeracy from 29% in 2019 to 35% or higher in 2024.
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| Key Improvement Strategy 1.aBuilding practice excellence  | Develop and embed an agreed instructional model. |
| Key Improvement Strategy 1.bEvidence-based high-impact teaching strategies  | Embed a whole school culture of collaborative professional learning communities with high expectations for all. |
| Key Improvement Strategy 1.cCurriculum planning and assessment  | Build data literacy skills to inform shared planning for differentiated teaching. |
| Goal 2 | Empower students to be actively engaged and take ownership of their learning |
| Target 2.1 | Improve the percentage of positive responses in the Attitudes to Schooling Survey (AToSS) in the factors of:* Student voice and agency factor from 55% in 2020 to 70% in 2024
* Motivation and interest factor from 72% in 2020 to 82% in 2024
* Stimulating learning factor from 69% in 2020 to 79% in 2024
* Sense of confidence factor from 67% in 2020 to 80% in 2024.
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| Target 2.2 | Improve the percentage of positive responses in the Staff Opinion Survey (SOS) in the factors of:* Collective efficacy from 77% in 2020 to 86% in 2024
* Teacher collaboration from 75% in 2020 to 82% in 2024
* Collective focus on student learning from 67% in 2020 to 79% in 2024.
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| Target 2.3 | Improve the percentage of positive responses in the Parent Opinion Survey (POS) in the factors of* Student agency and voice factor from 67% in 2020 to 80% in 2024
* Student motivation and support factor from 77% in 2020 to 81% in 2024
* Stimulating learning environment factor from 66% in 2020 to 82% in 2024.
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| Key Improvement Strategy 2.aEmpowering students and building school pride  | Build understanding of student agency and voice in learning and implement a whole school approach. |
| Key Improvement Strategy 2.bEvaluating impact on learning  | Embed an approach to the use of data and evidence that enables students to track their own progress and inform goal setting. |
| Key Improvement Strategy 2.cEmpowering students and building school pride  | Increase the capacity of all students to become leaders. |
| Goal 3 | Enhance student wellbeing, connectedness and pride in the school. |
| Target 3.1 | Improve the percentage of positive responses in the AtoSS for the following factors:* Sense of inclusion from 80% in 2020 to 88% in 2024
* School connectedness from 71% in 2020to 79% in 2024
* Resilience factor from 68% in 2019 to 79% in 2024.
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| Target 3.2 | Improve the percentage of positive responses in the SOS for the following factors:* Parent and community involvement from 67% in 2020 to 83% in 2024
* Trust in students and parents from 73% in 2020 to 83%in 2024
* Collective focus on student learning factor from 67% in 2020 to 81% in 2024.
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| Target 3.3 | Improve the percentage of positive responses on the POS for the following factors:* Parent participation and involvement from 60% in 2020 to 80% in 2024
* Teacher communication from 62% in 2020 to 75% in 2024
* School support/communication from 73% in 2020 to 80% in 2024
* School improvement factor from 60% in 2020 to 78% in 2024
* School connectedness factor from 82% in 2020 to 90% in 2024
* Effective teaching factor from 64% in 2020 to 80% in 2024.
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| Key Improvement Strategy 3.aVision, values and culture  | Review the school’s vision, mission and values and integrate the revised intentions into all areas of schooling. |
| Key Improvement Strategy 3.bBuilding communities  | Strengthen the partnership between staff, students, parents and carers to create a shared responsibility for student learning. |
| Key Improvement Strategy 3.cHealth and wellbeing  | Embed the whole school framework for student wellbeing with a focus on building positive relationships and student resilience. |