

School Strategic Plan 2022-2026

St Andrews Primary School (0128)



Submitted for review by Hayley Styles (School Principal) on 06 December, 2022 at 10:13 PM
Endorsed by Clare Read (Senior Education Improvement Leader) on 07 December, 2022 at 09:09 AM
Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

St Andrews Primary School (0128)

School vision	To connect together to be caring, responsible and courageous community members.
School values	Our school community's purpose is to provide students with the knowledge, skills and passion they need to be caring, responsible and courageous learners who will contribute positively to our community.
Context challenges	<p>As a small school, having small student numbers and deriving data to drive positive change can be a challenge. After a period of remote learning, we now need to work to sustain instructional change.</p> <p>Our school review concluded that a whole-school instructional model founded on the High Impact Teaching Strategies was in place, and that progress had been made in using evidence-based teaching and learning approaches, particularly through the Professional Learning Communities (PLC) initiative.</p> <p>Like needs grouping approaches have been implemented and there are now opportunities to further embed teaching to ensure it meets the specific needs of all students.</p> <p>Student leadership opportunities are in place and there are avenues for students to follow their interests within the curriculum. We will be strengthening opportunities for students to consistently influence curriculum design and to provide feedback on the impact of teaching and learning.</p>
Intent, rationale and focus	<p>By the end of 2026, the school will have formalised and documented processes in place that allow the staff to teach to the individual needs of students following a data-driven, evidence-based instructional approach. Students will be aware of the structures in place that allow them to actively engage in their learning, set challenging goals, monitor their learning, and manage their setbacks.</p> <p>Having formal structures in place for teaching and learning will ensure that children, parents, and school staff have a clear understanding of the processes and expectations at St Andrews Primary School. This will build student and parent confidence in the learning space and ensure that whole school improvement is ongoing and development is embedded sustainably.</p> <p>We will initially prioritise the continued development and formalisation of Professional Learning Communities as it underpins all of our school improvement work. Harnessing the development of Instructional Leadership through PLCs, we will prioritise the improvement of the Data Literacy of teachers, including the ability to align teacher judgment data with other data sets with consistency.</p>

Alongside the practice of embedding an evidence-based instructional approach in the classroom, we will develop a consistent whole-school approach to Student Voice and Agency in Learning, as it is the next step to further empower students as authentic agents in their learning. This will initially occur through a Numeracy lens, in line with both DET and school priorities and needs, and will extend, over the 4-year strategic plan, throughout other areas of the curriculum.

We will continue to develop our Wellbeing Community Partnerships, including re-embedding school-wide positive behaviours approaches and practices and incorporating understandings of the Berry Street Model. By formalising our approach to wellbeing, being mindful on our links with community connections, we will ensure that our focus on wellbeing remains on the forefront of our actions.

Through aligning our Wellbeing priority actions alongside our teaching and learning work, we will be a position to best support and empower students and their families, build resilience and further strengthen and maintain a calm, orderly and engaging learning environment.

School Strategic Plan - 2022-2026

St Andrews Primary School (0128)

Goal 1	Maximising the learning outcomes of every student in literacy and numeracy.
Target 1.1	<p>By 2026, increase teacher judgements data in the following areas:</p> <p>Reading</p> <ul style="list-style-type: none">• <i>students above age expected level from 30.5 per cent (2021) to 35 per cent</i>• <i>students at or above from 75 per cent (2021) to 83 per cent</i> <p>Number and Algebra</p> <ul style="list-style-type: none">• <i>students above age expected level from 22 per cent (2021) to 30 per cent</i>• <i>students at or above expected level from 72 per cent (average 2018-21) to 80 per cent</i>
Target 1.2	<p>By 2026 increase the positive responses on the Parent Opinion Survey for:</p> <ul style="list-style-type: none">• <i>motivation and support from 68 per cent (average 2018-21) to 82 per cent</i>• <i>student agency and voice from 68 per cent (average 2018-2021) to 85 per cent</i>• <i>confidence and resilience from 77 per cent (average 2018-2021) to 89 per cent</i>
Target 1.3	<p>By 2026 increase the percentage of students making high benchmark growth in NAPLAN:</p> <ul style="list-style-type: none">• <i>Reading - from 11 per cent (average 2018-2021) to 26 per cent</i>• <i>Numeracy - from 38 per cent (average 2018-2021) to 48 per cent</i>

<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop the capacity of teachers to teach at each student's point of need through a PLC approach.</p>
<p>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</p>	<p>Further develop, document and embed a whole school agreed evidence based instructional approach.</p>
<p>Goal 2</p>	<p>Empower students to be engaged, resilient learners and leaders.</p>
<p>Target 2.1</p>	<p>By 2026, improve the positive responses on the Staff Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • <i>understand how to use data</i> from 25 per cent (average 2018-21) to 80 per cent • <i>skills to manage impact</i> from 44 per cent (average 2018-2021) to 80 per cent.
<p>Target 2.2</p>	<p>By 2026, improve the positive responses on the Attitude to School Survey:</p> <ul style="list-style-type: none"> • <i>motivation and interest</i> from 58 per cent (average 2018-2021) to 79 per cent • <i>self-regulation and goal setting</i> from 77 per cent (average 2018-21) to 87 per cent • <i>student voice and agency</i> from 63 per cent (average 2018-2021) to 73 per cent.
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Build student capacity to set challenging goals, monitor own growth and manage setbacks.</p>
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a whole school approach to student agency and leadership.</p>