

# School Strategic Plan 2021-2025

Yea Primary School (0699)



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<b>School vision</b>	Yea Primary School's vision is to create a safe environment with opportunities for everyone to flourish.
<b>School values</b>	<p>At Yea Primary School we start with 'why?' and align all strategic decisions with our agreed vision. When considering the why we consider data, evidence-based research, community consultation, staff opinions, student voice and directives from the Department of Education to inform decision making. At the heart of all decision making is the school's desire to provide opportunities for all students to develop and discover their passions and strengths.</p> <p>At Yea Primary School we teach and demonstrate our three core values.</p> <p><b>Be Respectful</b></p> <ul style="list-style-type: none"><li>• I will be kind to others</li><li>• I will actively listen and respond politely</li><li>• I acknowledge everyone has the right to be treated fairly</li><li>• I will keep my hands and feet to my self</li><li>• I will use good manners</li></ul> <p><b>Be Resilient</b></p> <ul style="list-style-type: none"><li>• I will take on feedback</li><li>• I will try to have a growth mindset and positive outlook</li><li>• I will be solution focused</li><li>• I will access supports when required</li><li>• I will always try my best</li></ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"><li>• I will look after our environment and belongings</li><li>• I will attend school and class on time</li><li>• I will wear correct uniform</li><li>• I will take responsibility for my actions</li><li>• I will take ownership of my learning goals</li></ul> <p>When we understand and demonstrate these values, work collaboratively and creatively as a whole community then the students</p>

	<p>who attend Yea Primary School benefit. We are a community that respects and supports differences, promotes inclusion and works diligently to help every child to maximise their own potential.</p>
<p><b>Context challenges</b></p>	<p>The beginning of the 2022 – 2025 Strategic Plan coincided with a change in school leadership at Yea Primary School. The new Principal commenced in term 3 of 2021 and lead the school review in term 1 of 2022.</p> <p>SSP Goal 1: The 2018–21 School Strategic Plan for Yea Primary School set a goal to improve the learning growth of every student in literacy and numeracy. The review panel found that the school partially met this goal, with the two targets partially achieved.</p> <p>SSP Goal 2: The second goal was to build a positive climate for learning, with three targets related to student, school staff and parent survey factors relevant to a positive learning culture. The Panel found the school partially met this goal, with one of three targets met.</p> <p>During the school review the panel inquired into the below terms of reference.</p> <p>Terms of Reference Focus Question 1: To what extent is data and evidence used to assess student learning needs, plan for and monitor learning growth?</p> <p>The Panel found that the school was developing assessment practices that could identify each student’s learning needs and differentiate learning appropriately. The Panel recommended that the school continue to build the data literacy of staff and develop collaborative, evidence-based inquiry processes to support the consistent implementation of high impact teaching strategies across the school.</p> <p>Terms of Reference Focus Question 2: To what extent is learning differentiated at each student's point of need? The Panel found that the instructional model and common planning processes provided opportunity to plan for differentiated instruction. Students were grouped according to learning need as indicated by assessments. The range of differentiated learning tasks provided was mostly within the age-appropriate range. The Panel recommended that the school continue to build the capability of staff to increase the consistency and fidelity of instructional practice and further develop collaborative, evidence-based inquiry processes to support differentiated learning at each student’s point of need.</p> <p>Terms of Reference Focus Question 3: To what extent does high quality professional learning support whole school improvement? The Panel found that the professional learning plan for staff focused on the key improvement areas in its strategic plan and annual implementation plans however the impact was reduced by the need for structures and systems to embed learning at the classroom level. The Panel recommended that the school establish evidence-based decision-making processes to plan professional learning, implement collaborative professional learning practices and prioritise resources to ensure adult learning impacted student learning, engagement and wellbeing.</p>

	<p>Terms of Reference Focus Question 4: To what extent does the school have systems and processes to ensure high levels of student engagement and wellbeing?</p> <p>The Panel found that prior to the introduction of the revised leadership structure, the school had limited systems and processes to support whole school approaches to ensure high levels of student engagement and wellbeing. The Panel recommended that the school continue to build leadership capability, expand its agreed school practices and fully implement effective decision-making processes to expand whole school approaches to enhance student engagement and wellbeing.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Yea Primary School is aiming to improve student achievement in literacy and numeracy. This includes students in the bottom 2 bands of NAPLAN who may require intervention and students in the middle and top 2 bands who may benefit from extension and differentiated instruction. Our key focus will be aiming for 12 months growth for every student in reading, writing and numeracy. The Panel found after reviewing evidence from classroom observations and teacher interviews that previous professional learning had not yet resulted in embedded consistent practices for PLCs, the instructional model or HITS. Teachers acknowledged this in focus groups and were enthusiastic to undertake further PL to develop high-quality instructional practices. Staff, parents, leadership and students expressed excitement about the future of education at YPS. Over the four-year strategic plan consistent practices will be prioritised and developed. Team planning and professional learning will support a team approach to student learning.</p> <p>To achieve this goal for students there are a number of significant pieces of work for the school to undertake. Improving school planning and use of assessment data to inform teaching is a high priority. In year 1 of the school strategic plan the school will finalise its assessment schedule and embed our structures for reviewing and using data to inform teaching. This will allow us to use this data to target our professional learning, evaluate impact of our work and identify problems of practice. The Review Panel found that the school was developing assessment practices that could identify each student's learning needs and differentiate learning appropriately. The Panel recommended that the school continue to build the data literacy of staff and develop collaborative, evidence-based inquiry processes to support the consistent implementation of high impact teaching strategies across the school. Using the same assessments over the 4 years that can be uploaded to our assessment tracker will allow us to learn to use the data better over time. It will also allow us to develop staff capacity over the 4 years.</p> <p>A key part of the next steps in driving consistency and culture is for all staff to understand and participate in effective professional learning communities. In year 1 of the strategic plan the school will undertake 2 whole staff inquiry cycles. In year 2 the school will participate in 3 cycles, 1 whole school and 2 in their individual learning teams. In the third year we will complete 3 PLC cycles in learning teams. The Panel found that the instructional model and common planning processes provided opportunity to plan for differentiated instruction. Students were grouped according to learning need as indicated by assessments. The range of differentiated learning tasks provided was mostly confined to the age-appropriate curriculum for the cohort. The Panel recommended that the school continue to build the capability of staff to improve the consistency and fidelity of instructional practice and further develop collaborative, evidence-based inquiry processes to support differentiated learning at each student's point of need. The Panel</p>

found that prior to the introduction of the revised leadership structure, the school had limited systems and processes to support whole school approaches to ensure high levels of student engagement and wellbeing. The school will continue to develop middle leaders to support this work and increase staff capacity.

Student wellbeing is a central focus to everything we do at Yea Primary School and we believe that without strong wellbeing programs, positive relationships and engagement that learning doesn't occur. Over the course of this strategic plan Yea's Wellbeing leader will implement SWPBS across Yea Primary School. We will source and develop intervention and support services that foster wellbeing and inclusion. We will promote engagement, high attendance and promote student voice and agency in their learning and decision making. The Panel recommended that the school continue to build leadership capability, expand its agreed school practices and fully implement effective decision-making processes to expand whole school approaches to enhance student engagement and wellbeing. The Panel agreed that the professional learning plan for staff had focused on the key improvement areas in its SSP and AIPs however the impact was reduced by the lack of structures and systems to embed learning at the classroom level. The Panel recommended that the school establish evidence-based decision-making processes to plan professional learning, implement collaborative professional learning community practices, hold staff to account and prioritise resources to ensure adult learning impacted student learning, engagement and wellbeing.

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<b>Goal 1</b>	Improve student achievement and growth in literacy and numeracy.
<b>Target 1.1</b>	<p>By 2025 the three-year rolling average for the percentage of students in the top two NAPLAN bands will increase for:</p> <p>Year 3:</p> <ul style="list-style-type: none"><li>• Reading from 47% in 2019-21 to 60%</li><li>• Writing from 58% in 2019-21 to 60%</li><li>• Numeracy from 36% in 2019-21 to 45%</li></ul> <p>Year 5:</p> <ul style="list-style-type: none"><li>• Reading from 19% in 2019-21 to 40%</li><li>• Writing from 7% in 2019-21 to 25%</li><li>• Numeracy from 18% in 2019-21 to 30%</li></ul>
<b>Target 1.2</b>	<p>By 2025 the three-year rolling average for the percentage of students meeting or above NAPLAN benchmark growth will increase for:</p> <ul style="list-style-type: none"><li>• Reading from 62% in 2019-21 to 75%</li><li>• Writing from 70% in 2019-21 to 75%</li><li>• Numeracy from 55% in 2019-21 to 75%</li></ul>

<b>Target 1.3</b>	<p>By 2025 the percentage of students reported as achieving at, or above age expected growth by teacher judgement against the Victoria Curriculum will increase for:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 62% in 2021 to 85%</li> <li>• Writing from 60% in 2021 to 85%</li> <li>• Number and Algebra from 78% in 2021 to 85%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to consistently implement the agreed instructional models in literacy and numeracy.
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop effective systems and processes to use data and evidence to differentiate instruction and monitor impact on learning growth.
<b>Key Improvement Strategy 1.c</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	Implement effective professional learning community practices.
<b>Goal 2</b>	Enhance student engagement and wellbeing outcomes.
<b>Target 2.1</b>	<p>By 2025 the percentage of positive responses on the Attitudes to School Survey will increase for:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 76% in 2021 to 80%</li> </ul>

	<ul style="list-style-type: none"> <li>• Effective classroom behaviour from 68% in 2021 to 80%</li> <li>• Managing bullying from 69% in 2021 to 80%</li> <li>• Sense of connectedness from 73% in 2021 to 80%.</li> </ul>
<b>Target 2.2</b>	<p>By 2025 the percentage of positive responses on the School Staff Survey will increase for:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 59% in 2020 to 80%</li> <li>• Teacher collaboration from 40% in 2020 to 80%</li> <li>• Instructional leadership from 48% in 2020 to 80%.</li> </ul>
<b>Target 2.3</b>	<p>By 2025 the percentage of positive responses on the Parent Opinion Survey will increase for not experiencing bullying from 64% in 2021 to 72%.</p>
<b>Target 2.4</b>	<p>By 2025 attendance will improve such that:</p> <ul style="list-style-type: none"> <li>• average days absence will decrease from xx in 2022 to 13.5 days</li> <li>• the percentage of students with more than 20 days will decrease from xx% in 2022 to 20% (To be finalised)</li> </ul>
<p><b>Key Improvement Strategy 2.a</b>  Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Implement and embed the school wide positive behaviour support (SWPBS) framework.</p>



<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop inclusive practices to support engagement.</p>
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop student voice and agency in learning.</p>