

# School Strategic Plan 2022-2026

Streeton Primary School (5438)



Submitted for review by Leon Bell (School Principal) on 30 December, 2022 at 07:39 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# School Strategic Plan - 2022-2026

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<b>School vision</b>	A community where everyone is inspired to Achieve, Belong and Create.
<b>School values</b>	Respect.  Growth.  Community
<b>Context challenges</b>	Over the next three years, Streeton will be addressing the following challenges: -Increasing enrolments. Streeton will be working very hard to build a positive reputation in the community and increase enrolments. -Upgrade and major maintenance of buildings. Streeton will be working on funding sources to upgrade, replace and maintain buildings and infrastructure. -Finances. Streeton will be working on increasing its financial capital. -Community Awareness. Improving awareness of what is happening at school. -Parent Engagement. Improving parent partnerships with the school. -supporting the increasing number of students requiring adjustments to their learning
<b>Intent, rationale and focus</b>	Focus Areas: 1. Maximise achievement and learning growth for all students in literacy and numeracy. The 2021 NAPLAN Benchmark learning growth in Years 3-5 was very high for reading (2.8% increase), high for numeracy (maintained) and lower for writing. The school developed consistent documentation and processes for analysing student progress. However, the application of high-quality strategies that differentiated learning for students varied across classrooms. The Panel determined that above learning growth would improve, especially for numeracy and writing, by strengthening staff capabilities with high-quality practices through PLC collective efficacy across the school.  2. Empower students to be resilient, engaged, independent and self-regulating learners. Student AtoSS data was strong across all domains and factors. The Panel found the following factors to be lower in percentages of positive responses: Student voice, and agency and community connections. The fieldwork revealed extensive student voice in leadership and wellbeing, while student agency in learning was not consistently activated. Even though the AtoSS four-year positive endorsement average for Differentiated learning challenge was 91% and Self-regulation and goal setting was 93%, the Panel

	<p>wondered to what depth teachers and students understood what these factors meant in terms of high effect size and high impact teaching strategies. The Panel determined that if the school develops and embeds a greater understanding of empowering students as agents in their learning, learning outcomes will improve.</p>
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	<p>3. Build community engagement in learning through strengthening relationships and enhancing connectedness. Panel fieldwork discussions, analysis of performance data and Department opinion survey findings, identified the significance of building community partnerships in student learning and wellbeing in the 2022-2026 SSP. The Panel agreed that fostering collaborative relationships with families and building strong community partnerships within and beyond the school was a future focus.</p>
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<b>Goal 1</b>	Maximise achievement and learning growth for all students in literacy and numeracy
<b>Target 1.1</b>	<p>By 2026, increase the percentage of students achieving NAPLAN top two bands (target baseline is a three-year average 2018, 2019 and 2021 and the target goal percentage to be an average of 2023, 2024 and 2025) for:</p> <ul style="list-style-type: none"><li>• Year 3 students in reading from 62% to 63%</li><li>• Year 5 students in reading from 56% to 60%</li><li>• Year 3 students in writing from 51% to 61%</li><li>• Year 5 students in writing from 23% to 40%</li><li>• Year 3 students in numeracy from 47% to 51%</li><li>• Year 5 students in numeracy from 42% to 45%</li></ul>
<b>Target 1.2</b>	<p>By 2026, increase the percentage of students achieving above NAPLAN benchmark growth (target baseline is a three-year average 2018, 2019 and 2021 and the target goal percentage to be an average of 2023, 2024 and 2025):</p> <ul style="list-style-type: none"><li>• Year 5 students above benchmark growth in reading from 51% to 53%</li><li>• Year 5 students above benchmark growth in writing from 25% to 30%</li><li>• Year 5 students above benchmark growth in numeracy from 24% to 30%</li></ul>
<b>Target 1.3</b>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <p>(Target baselines are a three-year average from 2018-2020)</p>

	<p><b>Module: School Climate</b></p> <ul style="list-style-type: none"> <li>• Teacher collaboration from 78% to 85%</li> </ul> <p><b>Module: Teaching and Learning Implementation</b></p> <ul style="list-style-type: none"> <li>• Skills to measure impact from 71% to 85%</li> <li>• Knowledge of high impact teaching strategies from 75% to 85%</li> </ul> <p><b>Module: Teaching and Learning-Planning</b></p> <ul style="list-style-type: none"> <li>• Collaborate to plan curriculum from 79% to 86%</li> <li>• Time to share pedagogical content and knowledge from 63% to 79%</li> </ul> <p><b>Module: Teaching and Learning-Practice Improvement</b></p> <ul style="list-style-type: none"> <li>• Professional Learning through peer observation- from 67% to 80%</li> </ul>
<p><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</p>	<p>Further enhance teacher practice through embedding Professional Learning Communities.</p>
<p><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</p>	<p>Build capabilities of all staff to consistently apply the curriculum as a continuum for learning, where teachers use evidence and assessment to differentiate student learning.</p>
<p><b>Key Improvement Strategy 1.c</b></p>	<p>Develop and embed regular modelling, coaching, feedback, and reflection processes.</p>

<p>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><b>Key Improvement Strategy 1.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen a consistent whole-school approach to high-quality instructional practice.</p>
<p><b>Goal 2</b></p>	<p>Empower students to be resilient, engaged, independent and self-regulating learners.</p>
<p><b>Target 2.1</b></p>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors: (target baseline is 2021 similar schools' positive endorsement percentage)</p> <p><b>Domain: Effective teaching practice for cognitive engagement</b></p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 84% to 89%</li> </ul> <p><b>Domain: Learner characteristics and dispositions</b></p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting from 83% to 91%</li> </ul> <p><b>Domain: Social engagement</b></p> <ul style="list-style-type: none"> <li>• Student voice and agency from 66% to 75%.</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:</p>

	<p>(Target baseline is a three-year average 2018-2020)</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 71% to 80%.</li> </ul>
<b>Target 2.3</b>	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <p>(Target baseline is a four-year average 2018-2021)</p> <p><b>Module: Student development</b></p> <ul style="list-style-type: none"> <li>• Student voice and agency from 73% to 80%.</li> </ul>
<p><b>Key Improvement Strategy 2.a</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>	Develop and support staff capabilities to activate student agency in classroom learning experiences.
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Build a culture of student feedback and reflection to enable teachers to measure the impact of their teaching.
<p><b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Embed agreed evidence-based teaching practice to strengthen students as self-regulating learners.

<b>Goal 3</b>	Build community engagement in learning through strengthening relationships and enhancing connectedness.
<b>Target 3.1</b>	<p>By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following factors: (target baseline is four-year average 2018-2021)</p> <p><b>Module: Parent community engagement</b></p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 62% to 76%</li> <li>• School communication from 62% to 76%</li> <li>• Teacher communication from 61% to 76%.</li> </ul>
<b>Target 3.2</b>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors: (target baseline is 2021 similar schools' positive endorsement percentage)</p> <p><b>Domain: Emotional and relational engagement</b></p> <ul style="list-style-type: none"> <li>• Community connections from 73% to 80%.</li> </ul>
<b>Target 3.3</b>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factor: (target baseline is a three-year average 2018-2020)</p> <p><b>Module: School Climate</b></p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 83% to 85%.</li> </ul>



<b>Key Improvement Strategy 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement strategies to engage parents and carers as partners in learning.
<b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build and embed community understanding of strategies to empower students in their learning.
<b>Key Improvement Strategy 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance and celebrate a whole school culture that embraces inclusivity and diversity.
<b>Key Improvement Strategy 3.d</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop and foster partnerships beyond the school community that will enhance student learning and wellbeing.