

## Strat P HO1: Example School Strategic Plan

### Example SSP – Primary school

#### Goal 1: Improve numeracy outcomes for all students

##### Targets

By 2026, increase the proportion of students assessed as at or above benchmark growth in NAPLAN numeracy in:

- Year 5 from 43% (2022) to 50%
- Year 3 from 48% (2022) to 52%

By 2026, increase the proportion of F-6 students working at or above level against the Victorian Curriculum in Number and Algebra from 80% in 2022 to 85%

By 2026, increase the proportion of positive response scores on AtoSS across the school for the factor ‘differentiated learning’ from 55% in 2022 to 72%

##### Key Improvement Strategies (KIS)

Develop, document, and embed an agreed numeracy instructional model (Teaching and Learning)

Strengthen teacher capacity to analyse and use numeracy data to inform differentiated learning (Assessment)

Build a culture of staff collaboration and professional learning for numeracy (Leadership)

##### Rationale for goal and associated KIS

An analysis of the school’s NAPLAN and Victorian Curriculum teacher judgements data identified a high proportion of students demonstrating low to medium growth in numeracy. Additionally, the school’s Panorama Report indicated lower growth compared to like-schools. Teacher and student focus groups identified challenges with differentiating for students requiring support or extension in Numeracy lessons. Numeracy was identified as an area of focus for the next SSP. As differentiation was highlighted as the root cause issue for the school’s decline in numeracy outcomes the first chosen KIS focuses on embedding a clear, consistent numeracy instructional model across the school. Once this model is established, the school will focus on improving teacher capacity to analyse data to ensure they are targeting students point of need through differentiated numeracy lessons.

## Goal 2: Improve literacy outcomes for all students

### Targets

By 2026, increase the proportion of students assessed as at or above benchmark growth in NAPLAN writing in:

- Year 5 from 58% (2022) to 66%
- Year 3 from 61% (2022) to 60%

By 2026, increase the proportion of F-6 students working at or above level against the Victorian Curriculum in Writing from 70% in 2022 to 80%

By 2026, improve the percentage of positive endorsement on SSS teaching & learning -planning module for the components of:

- Academic emphasis from 73% in 2022 to 85%
- Understand how to analyse data from 41% in 2022 to 65%

### Key Improvement Strategies (KIS)

Embed a whole-school, evidence-based approach to the teaching of writing (Teaching and Learning)

Develop a culture of high expectations across the school (Leadership)

Strengthen teacher capacity to use data to inform teaching, learning and assessment at the student's point of need in literacy (Assessment)

### Rationale for goal and associated KIS

An analysis of the school's NAPLAN and Victorian Curriculum teacher judgements data showed that, although student outcomes from the school were similar to the state average, there was sufficient evidence to suggest the relative learning growth of students in literacy was an area for further improvement, and was selected as a focus for this SSP. Findings from teacher focus groups highlighted low confidence with using data to inform teacher judgements and differentiated teaching. As a result, planning and assessment practices that promote high expectations and build confidence in teacher judgements were noted as important within this goal. Reading was a focus during the last review period and the school's reading model was evident across the school. The same level of consistency for teaching and learning in Writing was not yet evident. The Panel considered extending the achievement of students in writing should be an area for focus in the new SSP.

### Goal 3: Strengthen the engagement and resilience of all students

#### Targets

By 2026 the percentage endorsement for the following factors in POS will improve.

- Confidence and resilience from 71% in 2022 to 79%
- Student agency and voice from 70% in 2022 to 80%

By 2026 increase the percentage of positive endorsement on the AToSS for the factors of:

- Resilience from 65% in 2022 to 80%
- Sense of confidence from 70% in 2022 to 85%
- Help seeking from 41% in 2022 to 60%

By 2026, the percentage endorsement for the following factors in the SSS will improve:

- Parent and community involvement from 71% in 2022 to 85%
- Trust in student and parents from 70% in 2022 to 78%

#### Key Improvement Strategies (KIS)

Embed a whole-school approach to inclusion, wellbeing and engagement (Leadership)

Build student capacity to set challenging learning goals and monitor their own growth (Engagement)

Increase school, family and community partnerships to improve student help-seeking and resilience (Support and resources)

#### Rationale for goal and associated KIS

Panel discussion and data analysis identified that the school has many successful existing strategies and programs in place to support students' social and emotional wellbeing, such as the Respectful Relationships and Smiling Mind programs. However, student wellbeing outcomes have plateaued over the review period, and as such the panel felt that continuing to embed the whole school wellbeing approach should be a focus over the course of the next SSP. Panel members also considered the lasting impacts of remote learning on the school community and noted that building connections and partnerships with the community should be an area for development over the next four years.

## Example SSP – Secondary School

### Goal 1: Improve numeracy outcomes for all students

#### Targets

By 2026, increase the proportion of students achieving above NAPLAN benchmark growth from Year 7 to 9 in Numeracy from 15% in 2022 to 25%

By 2026, increase the VCE All Study score mean from 29.59 in 2022 to 31 or above

By 2026, increase the proportion of VCE Study Scores over 40 from 7.6% in 2022 to 10%

By 2026, increase the percentage positive endorsement on the Attitudes to School Survey for the following factors:

- Differentiated learning challenge from 53% in 2022 to 65%
- Effective teaching time from 70% in 2022 to 75%

#### Key Improvement Strategies (KIS)

Develop capability for professional learning communities (PLCs) to collaboratively use and moderate formative and summative assessment for differentiated learning (Assessment)

Strengthen teacher capacity to analyse and use numeracy learning data to inform differentiated learning (Teaching and Learning)

Build the capacity of school leaders to create and maintain a safe, orderly and productive learning environment (Leadership)

#### Rationale for goal and associated KIS

The panel found that progress was made in improving numeracy outcomes for students over the last SSP period. The percentage of students performing in the top NAPLAN bands for numeracy at Year 9 was higher than similar schools and similarly the percentage of students in the lower bands had decreased. However, the percentage achieving high growth was declining and was below similar schools. Fieldwork findings and data suggested that some students may not be sufficiently challenged at their point of need for optimal numeracy learning. The panel concluded that a goal to improve numeracy outcomes was recommended.

The panel also noted a slight decrease in overall VCE scores over the review period. Consultations with senior school staff and students highlighted that disruptive student behaviour in the classroom was impacting learning for some students. Greater support from leadership in managing behaviour was included as a key strategy to target this concern in the next SSP.

## Goal 2: Improve literacy outcomes for all students

### Targets

By 2026, increase the percentage of students in Years 7-10 working above level against the Victorian Curriculum as measured by teacher judgments in:

- Reading and Viewing from 17% in 2022 to 25%
- Speaking and Listening from 9% in 2022 to 17%
- Writing from 12% in 2022 to 20%

By 2026, increase the VCE English score mean from 28.5 in 2022 to 30

By 2026, increase the percentage positive endorsement on the School Staff Survey for the following factors:

- Understand how to analyse data from 50% in 2022 to 75%
- Teacher collaboration from 55% in 2022 to 70%

### Key Improvement Strategies (KIS)

Embed regular processes for modelling, feedback and professional learning to build excellence in literacy teaching (Teaching and Learning)

Build a culture of staff collaboration and inquiry (Leadership)

Build staff capacity to understand and use data and evidence of learning to inform literacy teaching and learning (Assessment)

### Rationale for goal and associated KIS

Analysis of teacher judgement and NAPLAN data by the panel showed that the proportion of Year 9 students in the top bands for reading, while high relative to similar schools, had not increased and high learning growth had declined. At VCE there was a decrease in the All Study mean study score and also the mean study score for the English study group. For writing outcomes in the top NAPLAN bands, relative high learning growth also declined. The Panel determined that a focus on literacy across the curriculum should be included in the SSP.

Consultation with teacher focus groups revealed that many staff did not feel the school provided sufficient support or training in the use of data to inform literacy curriculum planning and teaching. The Panel also agreed a focus on further developing a culture of data collection, analysis and evaluation of student learning growth over time to inform curriculum planning and delivery in line with the agreed instructional model would be important strategies to implement to see literacy outcomes improve.

### Goal 3: Improve students' social and emotional wellbeing

#### Targets

By 2026, increase the percentage of positive endorsement on the Student Attitudes to School Survey for the factors of:

- Managing bullying from 65% in 2022 to 77%
- Respect for diversity from 59% in 2022 to 70%
- Sense of connectedness from 64% in 2022 to 70%

By 2026, increase the positive percentage endorsement in the Staff Opinion Survey for the following modules:

- School Staff Safety and Wellbeing from 61% in 2022 to 70%
- Building resilience and a resilient supportive environment 52% in 2022 to 60%

By 2026, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors:

- Managing bullying from 78% in 2022 to 82%
- Promoting positive behaviour from 76% in 2022 to 80%
- Respect for diversity from 80% in 2022 to 88%

#### Key Improvement Strategies (KIS)

Develop procedures, protocols and systems to identify students at risk of disengagement and implement a tiered response to ensure all students are connected to learning (Leadership, Engagement)

Strengthen the whole school approach to diversity and inclusion (Engagement, Support and Resources)

Implement the School Wide Positive Behaviour framework to incorporate a consistent student management approach (Leadership)

#### Rationale for goal and associated KIS

Feedback from student focus groups indicated there were mixed levels of understanding about the purpose of and engagement in the school wellbeing program. Additionally, students commented that bullying occurred across the school, which was in contrast with corresponding factors on the latest Parent Opinion Survey. Teacher feedback produced reports about rising student bullying and declining respect for diversity. Analysis of referrals from staff to the student wellbeing team via the school's online system revealed a 50 per cent increase during 2022 compared to the previous year. As such, improving social connectedness and inclusion was selected as an area for focus in the next SSP.

## Reflection

I notice ...

I wonder ...