School Strategic Plan 2021-2025

Yarra Glen Primary School (0956)

School Strategic Plan - 2021-2025

Yarra Glen Primary School (0956)

School vision	We are a school that teaches your child, not just the curriculum. We focus on inquiry and investigative learning, with our students becoming independent, quality learners who take responsibility for their actions, and for the care and wellbeing of all other school community members.
School values	Our five core values are PERRI. P for Persistence, E for Encouragement, R for Respect, R for Resilience and I for Inclusiveness. We believe that students should have a democratic voice in the running of the community in which they learn. We think students should co-design opportunities to exercise authentic agency in their own learning and build a sense of school pride and connectedness. We believe that student voice leads to innovations in our school and teachers will empower students to have a democratic voice which results in students who are motivated, collaborative and productive.
Context challenges	Instructional leadership introduced in 2019 included learning walks and feedback to teachers on practice and regular professional learning for staff. Collaboration through the Small Schools Alliance (SSA) enabled shared professional conversations and inquiry cycles. However, the major focus for professional learning was literacy and phonics and this resulted in improved reading outcomes. The period of remote learning during COVID-19 in 2020 led to interrupted learning and some challenges for staff support including planning, modelling and mentoring staff. Training for two staff (the learning specialist and leader F-2) commenced in 2021 in the Primary Mathematics and Science Specialist course. The Review panel found that as a stable leadership team was established changes were progressively implemented particularly from 2019 to 2021. The periods of remote learning however caused further disruptions and delays in embedding change. The Panel identified that there was further work needed to fully embed changes. It was evident, particularly in numeracy teaching, that problem solving and rich tasks with different entry points were not embedded in regular practice in all classes. It was also evident that the feedback practices for staff were commenced through strategies such as learning walks but needed to be revitalised following remote learning. The Panel recommended focus on data driven team planning to ensure differentiated teaching and learning and greater challenge for students. The Panel found that student voice and agency was not a strong focus according to teacher and parent feedback in the early part of the SSP period.

Intent, rationale and focus	Leadership for a consistent approach to numeracy teaching and learning: The data suggested insufficient challenge, particularly from Year 3 to 5, improved learning growth for those below level but not those in top bands, and inconsistency in teacher judgements. Panel noted that stability within leadership roles was achieved in 2019 and a learning specialist with leadership of numeracy and literacy was appointed. Instructional leadership introduced in 2019 included learning walks and feedback to teachers on practice and regular professional learning for staff. Collaboration through the Small Schools Alliance (SSA) enabled shared professional conversations and inquiry cycles. However, the major focus for professional learning was literacy and phonics and this resulted in improved reading outcomes. The period of remote learning during COVID-19 in 2020 led to interrupted learning and some challenges for staff support including planning, modelling and mentoring staff. Training for two staff (the learning specialist and leader F-2) commenced in 2021 in the Primary Mathematics and Science Specialist course. The Panel concluded that the school was challenged in achieving improved numeracy outcomes due to changed leadership structures and improvement focus on literacy for most of the SSP period. A leadership structure with a clearly developed numeracy leadership role statement and training to lead improvement was required to be put in place. Planning for a guaranteed and viable curriculum: Teachers reported that in the early years of the SSP period team planning was not timetabled and teachers worked largely in isolation. This meant consistent teaching across the school and conversations to analyse data and moderate common tasks was not part of practice. Team planning was introduced in 2019. The Panel recommended following the agreed structure/s for numeracy lessons with inclusion of specific numeracy vocabulary, formative assessment strategies and greater focus on strategies for reflection. These could include reflection prompt questions, sentence starters, rubrics, scaffolded success criteria and exit slips. Observations of planning meetings showed that there was little discussion of data or reference to student progress but most planning was differentiated for three groups with tasks planned for students below the expected level, at level and above. Students reported to the Panel that groups were not often changed. The Panel concluded that the establishment of team meetings with leadership from experienced staff created a professional environment for consistent practice. The next steps recommended were to ensure greater focus on numeracy data discussions within weekly meetings, to attend to administrative tasks and discussions around items such as excursions in a further team meeting time to ensure uninterrupted lesson planning and to plan more open-ended, rich and challenging tasks linked to real-life applications. Assessment: data showed the school had catered for those making low growth but few were extended to achieve above expected growth. However, agreed that the improvements in assessment practices and collaborative team planning provided a framework for improved differentiation and precision in meeting individual needs. Classroom practice for consistent teaching and learning: Concluded that the school had in place consistent expectations for numeracy assessment and student goal setting, guidance for tracking of student learning growth and on-line continuous reporting conferences for Building teacher capability through instructional leadership had commenced through the Primary Mathematics and Science Specialist (PMSS) training. Recommended the learning specialist and numeracy leader lead numeracy improvement initiatives drawing on their PMSS training.

Panel suggests:

Build teacher understanding and knowledge of the mathematics curriculum

Focus on using data and evidence, including regular formative assessment, to enable planning for teaching and learning to meet each student's learning needs

Ensure consistent planning templates and a review of sequencing of mathematics units across weekly and term planners. Shared planning of mathematics to skill all teachers rather than delegation to one teacher in a team

Plan tasks that required deep thinking and use problem solving strategies within cooperative group learning to give students greater understanding of mathematical concepts and agency over their learning

Continue to provide opportunities for modelling and feedback for teachers to continuously build their numeracy teaching skills

Embed professional learning community inquiry cycles to strengthen practice.

Teachers using data and evidence to improve their teaching and to plan for and teach students at their point of need. The Panel found that approaches to formative assessment varied in classes. Expectations for the weekly reading lesson rotations were that two teacher focus groups would be held and that reading conferences would be conducted. Feedback to the Panel showed that there were no agreed templates for recording conference findings however, teachers had access to a digital note taking app. Reflection time in some classes enabled teachers to probe and determine progress against the success criteria. Use of checklists and rubrics, especially for writing, phonics and some numeracy skills, were evident. Use of Writers Notebooks had lapsed but was reintroduced. Teachers suggested Writers Notebooks would enhance tracking of student's writing skill development.

The Panel concluded that developing greater confidence in using formative assessment would inform planning and tracking student progress.

Feedback for improved teaching and learning: recommended greater focus on using data and evidence and tracking student learning growth during team collaborative planning to ensure planned learning tasks met each student's point of need. Greater focus on moderation and discussion of triangulated data was recommended to gain consistency in teacher judgements. Recommended the school continue to embed data-driven PLC inquiry cycles to improve teaching and learning.

Student voice and Agency in their own learning: Found most questioning was teacher directed with the exception being during class meetings. Observed questioning where there were opportunities for students to build on the answers of others and teacher probing for different strategies and deep thinking. In some classes questioning required literal or simple answers with few opportunities for students to express ideas and opinions, to use inference or ask clarifying questions. All teachers used cold calling as well as hands up. Learning intentions and success criteria were evident in weekly planning and also in classrooms. Found that some were general and were not explicit for students or the learning intention did not align with the set task/s. Found that self-regulated learning was encouraged by teachers through student use of rubrics or criteria lists. This was more common for writing tasks. There was evidence that all students had goals for their learning. These were displayed on classroom walls and parents were notified of their child's goals. Concluded that the school had in place strategies to empower and engage students in their learning. This was evident in the structure of lessons and explicit teaching and learning. All students had goals for their learning and this contributed to learner agency. Student voice and power to influence change was demonstrated through regular class meetings, an active SRC and

authentic shared opportunities for student leadership. Greater focus on student self-assessment and student understanding of steps to show evidence of achieving their goals were strategies suggested to strengthen agency and self-regulated learning. Recommended further professional discussions using the Department's Amplify resources to build staff understanding.

School Strategic Plan - 2021-2025

Yarra Glen Primary School (0956)

Goal 1	Maximise student learning growth and outcomes for all students in literacy and numeracy.
Target 1.1	By 2025 increase the percentage of Year 5 students above benchmark growth on NAPLAN using the 2-year moving average: • Reading from 23% (2017-19) to 27% • Writing from 12% (2017-19) to 23% • Numeracy from 16% (2017-19) to 20%
Target 1.2	By 2025 reduce the percentage of students Year 1 to 6 making below expected yearly growth assessed against the Victorian Curriculum: • Reading and viewing from 35% (semester 2, 2019) to 20% or less • Writing from 27% (semester 2, 2019) to 20% or less • Number and algebra from 38% (semester 2, 2019) to 20% or less.
Target 1.3	By 2025 increase the percentage of students in the top two NAPLAN bands at Year 5: • Writing from 2% (2017-19) to 15% • Numeracy from 16% (2017-19) to 25%.

Target 1.4	By 2025 increase the percentage of students retained in the top two NAPLAN bands between Year 3-5: • Writing from 0% (2017-19) to 30% or above • Numeracy from 20% (2017-2019) to 60% or above.
Target 1.5	By 2025 increase the percentage of students retained in the top two NAPLAN bands between Year 5-7: • Numeracy from 65% (2017-2019) to 75% or above.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Deepen teacher knowledge and consistent practice excellence.
Key Improvement Strategy 1.b Curriculum planning and assessment	Enhance team planning to use data and evidence to inform point of need teaching and learning.
Key Improvement Strategy 1.c Instructional and shared leadership	Build instructional leadership and feedback processes.
Goal 2	Empower students to be confident, self-regulated learners, actively engaged in their learning.
Target 2.1	Attitudes to School Survey By 2025 improve the percentage of positive responses for the following factors: • Student voice and agency from 57% (2019) to 75%

	• Stimulated learning from 74% (2019) to 85% • Motivation and interest from 72% (2019) to 85% • Differentiated learning challenge from 78% (2019) to 85%.
Target 2.2	School Staff Survey By 2025 improve the percentage of positive responses for the following factors: • Academic emphasis (School Climate module) from 56% (2019) to 70% • Focus learning on real-life problems (Teaching and Learning module) from 80% to 85% • Discuss problems of practice (Teaching and Learning module) from 80% to 85%.
Key Improvement Strategy 2.a Empowering students and building school pride	Deepen teacher knowledge and implement a school wide approach to student voice and agency.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Design stimulating learning where students are active learners who collaborate and communicate as critical and creative thinkers.
Goal 3	Enhance student connectedness to the school and community.
Target 3.1	Attitudes to School Survey By 2025 improve the percentage of positive responses for the following factors: • Sense of connectedness from 73% (2019) to 85% • Effective classroom behaviour from 69% (2019) to 80%

	• Managing bullying from 66% (2019) to 75% • Respect for diversity from 64% (2019) to 75%.
Target 3.2	Parent Opinion Survey By 2025 improve the percentage of positive responses for the following factors: • Parent participation and involvement from 82% (2019) to 85% • Managing bullying from 71% (2019) to 80%.
Target 3.3	School Staff Survey – school climate module By 2025 improve the percentage of positive responses for the following factors: • Parent and community involvement from 74% (2019) to 80% • Trust in students and parents from 51% (2019) to 70%.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Implement a whole school approach to school wide positive behaviour.
Key Improvement Strategy 3.b Building communities	Strengthen partnerships within the community.
Key Improvement Strategy 3.c	Enhance student leadership.

Empowering students and building school pride	