

School Strategic Plan 2023-2027

Grey Street Primary School (Traralgon) (3584)



Grey Street
Primary School Traralgon

Submitted for review by Dean Gray (School Principal) on 21 January, 2024 at 03:20 PM

Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 21 January, 2024 at 11:37 PM

Awaiting endorsement by School Council President

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School vision	Our vision is 'WORKING TOGETHER' and our purpose is to empower learners for individual excellence, community contribution and global understanding.
School values	We value respect for self, others, learning and the planet.
Context challenges	<p>Leadership</p> <ul style="list-style-type: none">• Leaders consistently model the shared values and expectations for establishing positive and trusting relationships among and between teachers, students, families/carers and communities• Revisiting school organisational design to develop a leadership profile which enhances school strategic focus by ensuring clarity of roles, reporting lines and processes for regular monitoring.• Empowerment of middle leaders to lead people and influence their professional learning and growth• Development of a culture of accountability and feedback to support building staff capacity <p>Teaching and Learning</p> <ul style="list-style-type: none">• Leaders, teachers and students use student-level data and evidence to regularly evaluate curriculum and extra-curricular programs, including how they meet diverse learning and wellbeing goals and needs• Teachers implement agreed, consistent, evidence - based practices to provide all learners with differentiated and stimulating learning experiences. <p>Assessment</p> <ul style="list-style-type: none">• Teachers implement high quality formative and summative assessment techniques to assess student's knowledge of the curriculum and progress against achievement standards• The school develops a documented assessment plan and implement formalised processes and expectations for assessment and provide structured feedback on student learning and wellbeing. <p>Engagement</p> <ul style="list-style-type: none">• Leaders communicate the importance of student voice and agency through the school's vision and values. <p>Support and Resources</p> <ul style="list-style-type: none">• Leaders actively evaluate, update and make explicit the policies and practices that promote inclusion, positive behaviour and a safe environment to ensure all members of the school community understand and enact them.

Intent, rationale and focus	<p>Goal 1: To optimise student learning growth : An analysis of the school's NAPLAN (2022) Top 2 Bands (Year 5) in Reading and Numeracy, and percentage of students meeting or above benchmark growth (Years 3 to 5) in Reading, placed the school in the Transform Measure Performance Group. A comparison of Teacher Judgement against NAPLAN proficiencies data (2023) showed that Teacher Judgement was conservative. Positive responses to the AtoSS factor Self-regulation and goal setting (2022) placed the school on the 56th percentile. Learning growth was therefore identified as an area requiring focus for the next SSP. The panel recommended KIS to embed a culture of distributed leadership and accountability; to reinvigorate a PLC approach to build collective efficacy; to build clarity and consistency around agreed instructional practice in every classroom and develop a whole school approach to Reading</p> <p>Goal 2 : To improve student engagement wellbeing and inclusion : An analysis of AtoSS (2022) factors Respect for diversity, Sense of inclusion, Teacher concern, Managing Bullying and Not experiencing bullying, by percentiles, placed the school mid-range. The school was yet to implement a tiered approach to behaviour management. Focus group feedback identified inconsistent practices for behaviour management, and limited understanding of how to support students from complex back grounds. The panel recommended KIS to build staff capability to maximise inclusion and respect for diversity; to build student capacity to set challenging learning goals and monitor their own growth; and to embed evidence based practices to strengthen student engagement.</p>
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Goal 1	To optimise student learning growth
Target 1.1	<p>1.1 By 2027, increase the percentage of students Exceeding on the NAPLAN proficiency scale</p> <ul style="list-style-type: none">• in Year 3 Reading from 29% (2023) to xx%• in Year 5 Reading from 14% (2023) to xx%• in Year 3 Writing from 11% (2023) to xx%• in Year 5 Writing from 8% (2023) to xx%• in Year 3 Numeracy from 11% (2023) to xx%• in Year 5 Numeracy from 1% (2023) to xx% <p>(Targets to be confirmed)</p>
Target 1.2	<p>By 2027, increase the percentage students (Prep to Year 6) in Semester 2 at above the age expected level by teacher judgements against the Victorian Curriculum in:</p> <ul style="list-style-type: none">• Reading and Viewing from 31% (2022) to 39%• Writing from 17% (2022) to 25%• Number and Algebra from 23% (2022) to 31%

Target 1.3	By 2027, increase the percentage of positive responses to the SSS factor Teacher collaboration from 41% (2023) to 60%
Target 1.4	By 2027, increase the percentage of positive responses to the AtoSS factor Self-regulation and goal setting from 83% (2023) to 91%
Key Improvement Strategy 1.a 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	Embed a culture of distributed leadership and accountability
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	Reinvigorate a PLC approach to build collective efficacy
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum	Build clarity and consistency around agreed instructional practice in every classroom

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	To improve student engagement wellbeing and inclusion
Target 2.1	By 2027, increase the percentage of positive responses to the AtoSS factor Stimulated learning from 85% (2023) to 93%
Target 2.2	By 2027, increase the percentage of positive responses to the AtoSS factors <ul style="list-style-type: none"> • Respect for diversity from 84% (2023) to 92% • Managing bullying from 79% (2023) to 87%
Target 2.3	By 2027, increase the percentage of positive responses to the AtoSS factors <ul style="list-style-type: none"> • Student voice and agency from 74% (2023) to 83% • Sense of connectedness from 78% (2023) to 86%
Key Improvement Strategy 2.a	Build staff capability to maximise inclusion and respect for diversity

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</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>Build student capacity to set challenging learning goals and monitor their own growth</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed evidence based practices to strengthen student engagement</p>
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	