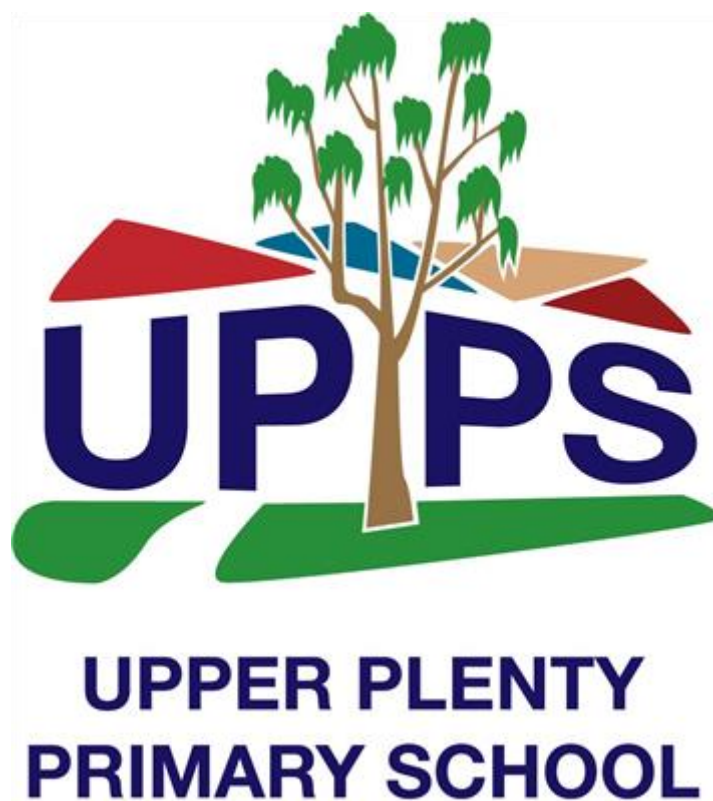


# School Strategic Plan 2024-2028

Upper Plenty Primary School (1244)



Submitted for review by Susan Egan (School Principal) on 18 October, 2024 at 06:51 AM

Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 18 October, 2024 at 08:53 AM

Endorsed by Chris Tanner (School Council President) on 31 October, 2024 at 08:36 PM

# School Strategic Plan - 2024-2028

Upper Plenty Primary School (1244)

<b>School vision</b>	<p>Our Purpose: The staff, parents and community of Upper Plenty Primary school are committed to providing a nurturing, friendly environment that inspires successful and confident lifelong learners.</p> <p>Our Vision: Our vision at Upper Plenty Primary School is to develop a rich learning environment embedded in a culture which nurtures growth and development of the whole person. We promote a community where everyone learns and teaches one another in an atmosphere of mutual respect. We prepare students for the national and global community they will be working in through integrated use of technologies and enriched quality learning opportunities. Our programs value and cultivate creativity and innovative thinking. Upper Plenty Primary School is committed to building a safe and supportive environment that promotes the agreed community social values and behaviour in all students.</p>
<b>School values</b>	<p>Our school values are Respect, Responsibility and Resilience.</p> <p>All members of our school community are expected to be considerate and courteous to other people and show care and concern for their property. We aim to work together with others, taking responsibility and actively participating</p> <p>Our staff and students strive to do our best, demonstrating persistence and a positive growth mindset to get along with others and develop caring relationships. We aim to foster honest relationships built with mutual trust and respect.</p>
<b>Context challenges</b>	<p>Upper Plenty Primary School is part of the Mitchell and Murrundindi cluster of schools and there is a high level of professional sharing and learning focus in the cluster. The school utilizes the services of the Network which includes Student Support Services, Senior Education Improvement Leader, and communities of practice. An intervention program is provided to support for students with literacy and numeracy difficulties and this is coordinated by our Leading Teacher..</p> <p>Our school improvement team provide relevant professional development, mentoring and coaching to all staff and also coordinate the implementation of the assessment schedule and the collation of data which is used to drive further improvement. The school has curriculum planning and whole school assessment practices in place. The school is committed to building the capacity of teachers in recognition of the impact that the teacher has on student outcomes.</p> <p>Resources will be allocated into Literacy and Numeracy professional learning, Wellbeing professional learning, Learning Walks, Wellbeing Walks, Classroom Observation opportunities, Data analysis, Professional Learning Communities, and</p>

	<p>coaching of teachers to improve teaching at point of need for students. The school's instructional model includes the Daily review in Numeracy and Literacy and Explicit Direct Instruction in teaching practices. There is a focus to embed evidence based practices across the school. Staff collaborative practices are a future focus area.</p> <p>The school runs School Wide Positive Behaviour which is embedded into our school community. The Resilience Project and the 'Cool Kids' program support our wellbeing focus. In addition, the cycle of feedback from students, needs to be established and embedded throughout the school. Student engagement is high and student voice and agency will continue to be embedded in school practices. The focus on student attendance and practices to improve this area will continue.</p>
<b>Intent, rationale and focus</b>	<p>Developing the capacity of staff to implement the school improvement strategies in the new Strategic Plan will assist in achieving the new goals and targets.</p> <p>Students require learning to be engaging in order to achieve their best learning outcomes. Improved teacher knowledge of best practice including explicit direct instruction, daily Review and capacity to differentiate teaching and embed formative assessment into daily practice will enable this to be achieved.</p> <p>When curriculum planning is backed up by a sound understanding of the Victorian Curriculum, and provision is based on rich and reliable assessment of student knowledge and skills, learning opportunities can be effectively targeted.</p> <p>Teachers' curriculum knowledge, planning, collaboration, assessment and instructional practices are all elements of practice excellence.</p> <p>Placing students at the centre of the learning process and providing them with explicit instruction and opportunities to provide regular feedback will maximize the engagement and learning of every student.</p> <p>When students are empowered to be responsible for their own learning, engagement increases. As a result, student achievement and learning outcomes will also be maximised and students will have their learning extended and challenged.</p>

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<b>Goal 1</b>	To maximise learning growth for all students
<b>Target 1.1</b>	<p>By 2028, increase or maintain the percentage of Year 3 students achieving Exceeding or Strong NAPLAN Proficiency in:</p> <ul style="list-style-type: none"><li>• Reading from 75% (2023) to 80%</li><li>• Numeracy from 80% (2023) to 85%</li><li>• Writing at 90% (2023)</li></ul> <p>NAPLAN targets to be confirmed</p>
<b>Target 1.2</b>	<p>By 2028, increase the percentage of Year 5 students achieving Exceeding or Strong NAPLAN Proficiency in:</p> <ul style="list-style-type: none"><li>• Reading from 74% (2023) to 80%</li><li>• Writing from 73% (2023) to 80%</li><li>• Numeracy from 72% (2023) to 80%</li></ul> <p>NAPLAN targets to be confirmed</p>
<b>Target 1.3</b>	<p>By 2028, the percentage of students in Year 1-6 achieving at &amp; above expected growth, against the Victorian Curriculum, according to Teacher Judgment will increase in:</p> <ul style="list-style-type: none"><li>• Reading &amp; Viewing from 80% (2023) to 85%</li><li>• Writing from 76% (2023) to 85%</li><li>• Number &amp; Algebra from 83% (2023) to 85%</li></ul>

<b>Target 1.4</b>	<p>By 2028, increase the percentage of positive responses in the SSS in the factors:</p> <ul style="list-style-type: none"> <li>• Academic Emphasis from 66% (2023) to 72%</li> <li>• Instructional Leadership from 72% (2023) to 80%</li> <li>• Teacher collaboration from 60% (2023) to 75%</li> </ul>
<b>Key Improvement Strategy 1.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	Embed a sustainable high level leadership model across the school
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed evidence-based practices in teaching & learning
<b>Key Improvement Strategy 1.b</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	
<b>Key Improvement Strategy 1.c</b>	Enhance the school's collaborative practices and processes

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<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	
<b>Goal 2</b>	To maximise engagement and wellbeing for all students
<b>Target 2.1</b>	By 2028, maintain/increase the percentage of positive responses to the AtoSS Years 4-6 for the factors: <ul style="list-style-type: none"> <li>• Stimulating Learning maintained at 87% (2023)</li> <li>• Sense of confidence from 83% (2023) to 85%</li> <li>• Motivation &amp; interest from 81% (2023) to 85%</li> </ul>
<b>Target 2.2</b>	By 2028, increase/maintain the percentage of positive responses in SSS for the factors: <ul style="list-style-type: none"> <li>• Use student feedback from 77% (2023) to 85%</li> <li>• Understand formative assessment from 77% (2023) to 85%</li> <li>• Plan differentiated learning activities at 85% (2023)</li> </ul>

<b>Target 2.3</b>	By 2028, improve student attendance by: <ul style="list-style-type: none"> <li>• Decreasing the percentage of students with more than 20 absence days from 52% (2023) to 37%</li> <li>• Decreasing the average absence days from 25.1 days (2023) to 19 days</li> </ul>
<b>Target 2.4</b>	By 2028, maintain/increase the percentage of positive responses to the following Parent Opinion Survey factors: <ul style="list-style-type: none"> <li>• Stimulating Learning Environment at 90% (2023)</li> <li>• Student Motivation &amp; Support at 90% (2023)</li> <li>• Effective Teaching from 87% (2023) to 90%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.
<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	Develop and implement a knowledge rich curriculum approach that is responsive, challenging and engaging for students
<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><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>Embed a whole-school approach to improving attendance rates.</p>
<p><b>Key Improvement Strategy 2.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</p>	
<p><b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	