

# Strathmore Primary School 4612 Strategic Plan 2018-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

**Endorsement**  
Principal: Debbie Starpins  
School council: Heidi Fitzpatrick (President)

School vision	School values	Context and challenges	Intent, rationale and focus
Strathmore Primary School is an inclusive learning community that inspires its members to explore, create and be lifelong learners. We continually grow in our learning through a stimulating and challenging curriculum that enables the development of high-level thinking, independence, resilience, responsibility, interpersonal understanding, trust and respect. Our learning environment enables positive and productive interaction where resources and spaces are utilised effectively.	Strathmore Primary School values high expectations in relation to Student Achievement, Engagement and Wellbeing. The school implements a differentiated curriculum that provides challenges and supports to ensure learning growth of all students. A School-Wide Positive Behaviour Support (PBS) Framework embeds the values of Respect, Learning and Safety to create a positive climate for high achievement and engagement in learning and positive student wellbeing. Within the framework and the school's Values Education program, values of resilience, responsibility and inclusiveness are embedded in the learning community.	In the School Review conducted in 2017, Strathmore Primary School identified many strengths and opportunities in Student Achievement, Engagement and Wellbeing. The school has implemented many successful initiatives that enabled the meeting of goals from its previous Strategic Plan. This included having a consistent focus on the work of Du Four and Marzano in Professional Learning Teams, the implementation of rigorous assessment practices and data analysis and the introduction of the VCOP writing model. The school identified the challenge of ensuring consistency in assessment and instructional practices to improve its performance by increasing the amount of high growth in student learning and targeting the performance of high-achieving students. Building middle leadership was identified as an area for improvement to enable the embedding of high impact teaching strategies. The review highlighted a trend of improvement in the Student Attitudes to School Survey, with continued improvement being a goal in the area of enhancing student voice and agency. The review noted the progress made with the School-Wide Positive Behaviour Support Framework, with a goal of further enhancing the effectiveness of and commitment to the framework to achieve improved outcomes to build a positive climate for learning.	<b>INTENT:</b> Strathmore Primary School aims to achieve improved learning growth across the curriculum, for all students, with a focus on Reading, Writing and Mathematics with particular emphasis on improved learning growth of high-achieving students. The school aims to enhance intellectual engagement and student empowerment in learning, the promotion of a positive climate for learning and the building of student resilience in learning and social contexts. <b>RATIONALE:</b> Every student can be engaged in learning, including direct involvement to set goals and improve their achievement. As students develop greater self-awareness and agency in their learning, they are more able to capitalise on strengths, address areas for improvement, make connections in their learning and transfer successful learning strategies. Gains in achievement of higher-performing students establish a positive climate for learning that has a positive impact for all students. Effective instructional practice connects teaching to learning gain. When students are engaged in a challenging curriculum through an effective pedagogical model, they are more able to develop critical and creative thinking abilities that are transferable in their learning. As students develop greater resiliency and social awareness, they are more able to use interpersonal skills to maintain respectful relationships that contribute to an inclusive and positive climate for learning. <b>FOCUS:</b> The Strategic Plan will focus on strategies that will be implemented over four years, including priorities of: <ul style="list-style-type: none"> <li>Enhancing teacher and leadership capacity to embed agreed instructional practices to build practice excellence.</li> <li>Embedding effective pedagogical models and instructional practices to enhance intellectual engagement and empowerment of students in their learning to improve outcomes for Student Engagement.</li> <li>Enhancing the effectiveness of and commitment to the School-Wide Positive Behaviour Support Framework, inclusive teaching strategies and the promotion of student resilience to improve outcomes for Student Wellbeing.</li> </ul>

Four-year goals	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets
<b>ACHIEVEMENT:</b> To improve student learning growth across the curriculum, with a focus on Reading, Writing and Mathematics in accordance with the DET Literacy and Numeracy Strategy.	<b>FISO Priority:</b> <ul style="list-style-type: none"> <li>Excellence in teaching and learning</li> <li>Professional leadership</li> </ul> <b>FISO Improvement Initiatives:</b> <ul style="list-style-type: none"> <li>Building practice excellence</li> <li>Curriculum planning and assessment</li> <li>Building leadership teams</li> </ul> <b>FISO Dimensions:</b> <ul style="list-style-type: none"> <li>Evidence-based high impact teaching strategies</li> <li>Evaluating impact on learning</li> <li>Instructional and shared leadership</li> <li>Strategic resource management</li> </ul>	<ul style="list-style-type: none"> <li>Build leadership capacity to effect and sustain change in teaching and learning practices through effective restructuring and resourcing and PLTs engaging in a process of inquiry using the FISO improvement cycle.</li> <li>Build teacher capacity to differentiate learning to meet the needs of all students, through the work of PLTs in effective use of student achievement data to provide targeted teaching and learning, extension and intervention and the embedding of High Impact Teaching Strategies (HITS).</li> <li>Develop and embed an agreed model of instructional practice, with non-negotiable elements, that reflects High Impact Teaching Strategies (HITS) and FISO initiatives.</li> <li>Develop, document and implement an agreed cohesive, whole-school curriculum, covering key learning areas of Reading, Writing, Mathematics, Inquiry Learning and Specialist programs.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>NAPLAN Relative Growth</b> for Year 3 to Year 5 Reading and Numeracy outcomes to show a minimum of 25% of students making high relative gain and a maximum of 25% of students making low relative gain on average over the Strategic Plan.</li> <li>The percent of students in the <b>top two NAPLAN bands for Reading and Numeracy</b> will be at least sustained for the matched cohort of students from Year 3 to Year 5 over the course of the Strategic Plan.</li> <li>The percent of students in the <b>top two NAPLAN bands for Reading and Numeracy</b> will demonstrate an increase of 25% in the Year 5 matched cohort as an average by the end of the Strategic Plan.</li> <li>The <b>School Staff Survey</b> will demonstrate at least 75% Overall Percent Endorsement for <b>School Climate</b> module and the components of the <b>Teaching and Learning</b> module as an average over the Strategic Plan.</li> <li>The <b>Parent Opinion Survey</b> will demonstrate at least 75% positive responses for the domain of <b>Student Cognitive Engagement</b> and at least 70% positive responses for domain of <b>Parent Community Engagement</b> as an average over the Strategic Plan.</li> </ul>
<b>ENGAGEMENT:</b> To enhance the capacity of students as curious, motivated and self-advocating learners.	<b>FISO Priority:</b> <ul style="list-style-type: none"> <li>Positive climate for learning</li> </ul> <b>FISO Improvement Initiative:</b> <ul style="list-style-type: none"> <li>Empowering students and building school pride</li> </ul> <b>FISO Dimension:</b> <ul style="list-style-type: none"> <li>Intellectual engagement and self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>Develop and embed effective pedagogical approaches, instructional practices (HITS) and a climate to build the capacity of students to apply critical and creative thinking in their learning.</li> <li>Embed instructional practices (HITS) and develop a climate to increase student voice and involvement in shaping and improving their learning.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Attitudes to School Survey</b> will demonstrate positive trend data and at least 85% positive responses for the areas of <b>Stimulated Learning, Differentiated Learning Challenge and Motivation and Interest</b> and at least 75% positive responses for the area of <b>Student Agency and Voice</b> as an average over the Strategic Plan.</li> <li>The <b>Parent Opinion Survey</b> will demonstrate at least 75% positive responses for the domain of <b>Student Development</b> as an average over the Strategic Plan.</li> </ul>
<b>WELLBEING:</b> To increase student resilience, confidence and engagement in positive behaviours.	<b>FISO Priority:</b> <ul style="list-style-type: none"> <li>Positive climate for learning</li> </ul> <b>FISO Improvement Initiative:</b> <ul style="list-style-type: none"> <li>Setting expectations and promoting inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Enhance commitment to school-wide frameworks and programs to ensure a calm and supportive environment, in which effective social skills, learning and positive behaviours are embedded.</li> <li>Increase staff capacity to implement inclusive teaching strategies that respond to individual learning styles, interests and aspirations.</li> <li>Enhance student resiliency in learning and social/emotional engagement.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Attitudes to School Survey</b> will demonstrate at least 85% positive responses for the areas of <b>Classroom Behaviour, Non-Experience of Bullying, Managing Bullying</b> and <b>Respect for Diversity</b> as an average over the Strategic Plan.</li> <li>The <b>Parent Opinion Survey</b> will demonstrate at least 75% positive responses for the domain of <b>School Ethos and Environment</b> as an average over the course of the Strategic Plan.</li> <li>School data will demonstrate a trend of reduction of behaviour incidents over the course of the Strategic Plan.</li> <li>The <b>Attitudes to School Survey</b> will demonstrate positive trend data and at least 90% positive responses for the areas of <b>Resilience, Sense of Inclusion</b> and <b>Advocate at School</b> and at least 80% positive responses <b>Teacher Concern</b> as an average over the course of the Strategic Plan.</li> </ul>