

## School Strategic Plan 2022-2026

Upper Ferntree Gully Primary School (3926)



Submitted for review by Tabitha OBrien (School Principal) on 23 August, 2022 at 01:09 PM  
Endorsed by Justin Butler (Senior Education Improvement Leader) on 23 August, 2022 at 07:25 PM  
Endorsed by Carl Gomerski (School Council President) on 08 November, 2022 at 02:33 PM

## School Strategic Plan 2022-2026

Upper Ferntree Gully Primary School (3926)

<b>School vision</b>	<p>Our Vision</p> <p>To be an engaging and inclusive learning community where students are confident, creative, curious and lifelong learners.</p>
<b>School values</b>	<p>Our Values</p> <p>Respect: We respect ourselves by valuing who we are and doing our personal best. We respect others by treating them fairly and in the way we would like to be treated. We respect our community by being inclusive/friendly to others and taking care of our environment.</p> <p>Integrity: We are honest with each other. We are accountable for the decisions we make. We own up to our mistakes.</p> <p>Resilience: We accept feedback and use it for improvement. We bounce back when things just don't seem to be going right. We make an effort to make things right again.</p> <p>Teamwork: We make sure that we contribute. We make sure that we encourage and give others the opportunity to contribute. We work together to achieve the best we possibly can.</p> <p>Our school values form the basis of all that we do across the school. They are used in norms and expectations with all members of our school community and they shape the way that we work and play together.</p>
<b>Context challenges</b>	<p>The challenge is to provide a consistent curriculum and growth for all students across the school regardless of ability or achievement levels. The barrier of being a small school with a limited number of staff has meant that the school found it difficult to organise and manage collaborative planning, moderation, the building of staff capacity in the PLC inquiry process and staff professional development during the second half of the previous SSP. Another challenge is the variation in classroom practice across the school. This has in part been due to staff changes and difficulty with induction and observations during remote learning time. The extent of the staff's knowledge of student voice and agency and how this is enabled within the school was evolving. The level of the development of practices in curriculum knowledge, curriculum documentation, instructional models, the assessment schedule and staff data literacy restricted full implementation of authentic student agency, further professional learning is needed. Although consistent structures were in place for curriculum and planning, the implementation of the agreed instructional model in writing and mathematics was inconsistent and improved learning outcomes in these areas was not evident. Teacher understanding of the components of the reading lesson structure was inconsistent and learning tasks were not consistently differentiated or rigorous, with all students completing the same task in many classrooms. Differentiation was evident in some explicit teaching groups. The teaching of writing and mathematics had not yet been embedded consistently across the school.</p>
<b>Intent, rationale and focus</b>	<p>Upper Ferntree Gully Primary School's intention is to provide high quality, differentiated learning that supports all students to achieve growth in literacy and numeracy. It is important that all of the students at this school regardless of whether they are needing extension or support, have access to learning that gives them the ability to demonstrate their learning and to achieve growth in all areas. Upper Ferntree Gully Primary School will prioritise Literacy and Numeracy. Wellbeing, social awareness and self-regulation are areas that will be prioritised to support students to be ready for learning. Each of these areas will include areas of student voice and agency with students being given opportunities to set goals and develop plans to achieve those goals. Over the next 4 years the strategic plan will involve Professional learning for staff to support the continued development of consistent teaching and assessment practices across the school including an instructional model for all areas of teaching and learning. Documentation and policies will be developed that support teachers who are inducted into the school to understand the approaches at Upper Ferntree Gully Primary School. Collaboration will be supported through the use of timetabling and the meeting schedule to ensure that teachers have the opportunity to share practice, participate in PLC and support each other with classroom practice.</p>

# School Strategic Plan 2022-2026

Upper Ferntree Gully Primary School (3926)

<b>Goal 1</b>	To maximise student learning growth in literacy.
<b>Target 1.1</b>	<p>Increase the percentage of students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading from 36 per cent (3 year aggregate 2018-19 and 2020) to 60 per cent (2026)</li> <li>• Year 5 Reading from 29 per cent (3 year aggregate 2018-19 and 2020) to 40 per cent (2026)</li> <li>• Year 3 Writing from 36 per cent (3 year aggregate 2018-19 and 2020) to 50 per cent (2026)</li> <li>• Year 5 Writing from 6 per cent (3 year aggregate 2018-19 and 2020) to 20 per cent (2026)</li> </ul>
<b>Target 1.2</b>	<p>Reduce the percentage of students achieving below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Reading from 25 per cent (2021) to 15 per cent (2026)</li> <li>• Writing 33 per cent (2021) to 15 per cent (2026).</li> </ul>
<b>Target 1.3</b>	<p>By 2026, increase the percentage of positive response in the School Staff Opinion survey for the following factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 53 per cent (2021) to 70 per cent</li> <li>• Teacher collaboration from 48 per cent (2021) to 70 per cent</li> <li>• Collective efficacy 62 per cent (2021) to 80 per cent</li> <li>• Professional learning to improve practice from 50 per cent (2021) to 80 per cent</li> <li>• Understand how to analyse data 50 per cent (2021) to 70 per cent</li> <li>• Collaborate to scaffold student learning from 33 per cent (2021) to 80 per cent</li> <li>• Time to share pedagogical knowledge from 33 per cent (2021) to 70 per cent</li> <li>• Seek feedback to improve practice from 17 per cent (2021) to 65 per cent</li> <li>• Moderate assessment tasks from 50 per cent (2021) to 80 per cent</li> <li>• Timetable meetings to support collaboration from 33 per cent (2021) to 85 per cent.</li> </ul>
<b>Key Improvement Strategy 1.ay</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 culture of professional learning and collaboration.
<b>Key Improvement Strategy 1.by</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop systems and practices to support ongoing data analysis across all year levels.
<b>Key Improvement Strategy 1.cy</b>	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Goal 2</b>	To maximise student learning growth in numeracy.
<b>Target 2.1</b>	<p>Increase the percentage of students in the top 2 NAPLAN bands for Numeracy in:</p> <ul style="list-style-type: none"> <li>• Year 3 from 36 per cent (2021) to 50 per cent (2026)</li> <li>• Year 5 from 30 per cent (2021) to 40 per cent (2026).</li> </ul>
<b>Target 2.2</b>	Increase the percentage of students achieving NAPLAN benchmark growth in Numeracy from 15 per cent (2021) to 18 per cent (2026).
<b>Target 2.3</b>	<p>Increase the percentage of positive response in the Student Attitudes to School survey for the factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 74 per cent (2021) to 90 per cent (2026)</li> <li>• Stimulated learning from 60 per cent (2021) to 80 per cent (2026)</li> <li>• Motivation and interest from 60 per cent (2021) to 75 per cent (2026)</li> <li>• Effective teaching time from 70 per cent (2021) to 85 per cent (2026).</li> </ul>
<b>Key Improvement Strategy 2.ay</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed an instructional model.
<b>Key Improvement Strategy 2.by</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity to analyse and use learning data to inform differentiated learning.
<b>Goal 3</b>	To strengthen wellbeing, social awareness and self-regulation for all students.
<b>Target 3.1</b>	<p>By 2026, increase the percentage of positive response in the Parent Opinion survey for the factors:</p> <ul style="list-style-type: none"> <li>• Teacher communication from 64 per cent (2021) to 74 per cent</li> <li>• Student voice and agency from 71 per cent (2021) to 80 per cent</li> <li>• Parent community engagement from 71 per cent (2021) to 80 per cent</li> <li>• General school improvement from 64 per cent (2021) to 75 per cent</li> </ul>
<b>Target 3.2</b>	<p>By 2026, increase the percentage of positive response in the School Staff survey for the factors:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 50 per cent (2021) to 70 per cent</li> </ul>

	<ul style="list-style-type: none"> <li>Promote student ownership of learning from 67 per cent (2021) to 80 per cent</li> </ul>
<b>Target 3.3</b>	<p>By 2026, increase the percentage of positive response in the Student Attitudes to School survey for the factors:</p> <ul style="list-style-type: none"> <li>Self-regulation and goal setting from 59 per cent (2021) to 85 per cent</li> <li>Sense of connectedness from 46 per cent (2021) to 80 per cent</li> <li>Student voice and agency from 42 per cent (2021) to 70 per cent</li> <li>Teacher concern from 53 per cent (2021) to 75 per cent</li> <li>Effective classroom behaviour from 61 per cent (2021) to 80 per cent</li> <li>Perseverance from 57 per cent (2021) to 75 per cent</li> <li>Managing bullying from 49 per cent (2021) to 80 per cent</li> </ul>
<b>Key Improvement Strategy 3.ay</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen school policies and practices that promote inclusive positive behaviour and a safe environment.
<b>Key Improvement Strategy 3.by</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student voice, agency and leadership to strengthen student participation and engagement in learning.
<b>Key Improvement Strategy 3.cy</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes.