

# School Strategic Plan 2022-2026

Surrey Hills Primary School (2778)



Submitted for review by Travis Paterson (School Principal) on 06 December, 2022 at 10:20 AM

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# School Strategic Plan - 2022-2026

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<b>School vision</b>	<p>Surrey Hills Primary School vision for our students is that they will develop into compassionate, resilient, independent and optimistic lifelong learners, who thrive and contribute to their immediate and global communities. We aim to provide a balanced educational journey for all, with high expectations of student achievement, and providing students with the skills, knowledge and attributes to make positive decisions for themselves and others.</p> <p>We want our students to model and promote:</p> <ul style="list-style-type: none"><li>• Critical thinking;</li><li>• Interactive learning;</li><li>• Open-minded curiosity;</li><li>• Self-motivation;</li><li>• Respectful relationships;</li><li>• Taking action; and</li><li>• Positive voice and agency.</li></ul>
<b>School values</b>	<p>As an accredited International Baccalaureate school, the values embodied in the International Baccalaureate learner profile underpinned by the attitudes of the Primary Years Program, will guide the school community during the next four years.</p> <p>Learner Profile – inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced &amp; reflective.</p> <p>Attitudes – appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect &amp; tolerance.</p> <p>Key values: Courageous: Be courageous when you take on challenges to solve problems. Caring: Be a caring learner, a kind friend and member of the school community. Respect: Respect yourself, others and the environment.</p>
<b>Context challenges</b>	<p>Surrey Hills Primary School is a vibrant learning community with flexible teaching and learning spaces. Holding a strong focus on Literacy and Numeracy, individual learning is underpinned by an Inquiry model which has led the school to become an accredited International Baccalaureate - Primary Years school (IB PYP).</p> <p>Enrolments over the past four years have dropped due to COVID lockdowns. Our previously relatively stable enrolment numbers of 420-430 students, has been reduced to 380 – 390 students.</p>

	<p>The Student Family Occupation Education (SFOE) index was 0.0803 in 2022. This compares to the state median index of 0.4043. Our school community highly values learning and expects every child to develop academically and socially to become life-long learners.</p> <p>The school will continue to place a strong emphasis on Literacy and Numeracy, global learning and academic rigour. We will continue to build and sustain a learning environment which promotes the health, safety and well-being together with our classroom curriculum and specialist program of PE/Sport; Performing Arts; Visual Arts; and LOTE-Mandarin. We will continue to enrich students connectedness to school through extra-curricular programs which currently includes Instrumental Music; School Band; Ensemble and Choir; Student Council; student leadership, camps and excursions; special activity days and lunchtime clubs. Student health and well-being is supported by teachers through a range of programs and practices including: Respectful Relationships, circle time; mindfulness and restorative practice. Student mental health and well-being is an area of ongoing concern due to little or no support available 'on-the-ground'. Allied health professionals continue to be unavailable or limited for families and students to access. Students with undiagnosed learning and behavioural needs continue to take up valuable resource time of teachers and school leaders, which is only increasing. The limited options available for school support, and parental support is having an affect on other students in the classroom when the behaviours are impacting the teaching and learning of others on a daily basis. Teachers are not psychologists and do not have the skills, training or capacity to manage severe or extreme behaviours. Students behaviours have changed due to the after affects of the pandemic lockdowns. Student anxiety levels, lack of resilience and stamina, lack of social skills, inability to engage with sustained concentration without an electronic device, are all areas of concern. Students who also require additional support are our high achieving students. We have a number of students in the junior and upper year levels that are performing at a secondary school level in literacy and numeracy. These students require specific and direct individualised learning support.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our aim for all students and staff, whatever their learning needs, is to be active, life-long learners. We will over the four year Strategic Plan build and sustain a learning environment which promotes the health, safety and well-being for all members of the school community.</p> <p>We will strive to empower student voice and agency to strengthen our positive and inclusive climate for learning and build teacher excellence and practice; continuing to strengthen literacy (with a focus on writing, and speaking and listening) and numeracy skills for all students.</p> <p>To address the issues resulting from the pandemic, we will continue to have student wellbeing as an ongoing priority. As an internationally minded school, our reputation stands on honouring our history, focusing on the present and preparing for the future. We believe that the growth of our students is at the heart of our community.</p> <p>By focusing on the whole child, we facilitate a sense of belonging and achievement through powerful interactions with other learners and rich learning tasks. We value our colleagues as reflective educators who are open to new ideas and focused on best practice as they educate our students to develop as critical thinkers and lifelong learners. We are committed to highly effective learning and teaching which is built on relational trust. We have positioned ourselves globally through being an accredited IB school to deliver the Primary Years Program, with the outcome of developing global citizens.</p>

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<b>Goal 1</b>	To improve literacy and numeracy outcomes for all students.
<b>Target 1.1</b>	By 2026, increase the percentage of Year 5 students assessed as meeting or above benchmark growth in NAPLAN Writing from 67% (2021) to 75%.
<b>Target 1.2</b>	By 2026, increase the percentage of Year 5 students assessed as above benchmark growth in NAPLAN: <ul style="list-style-type: none"><li>• Reading from 38% (2021) to 40%</li><li>• Writing from 22% (2021) to 26%</li><li>• Numeracy from 24% (2021) to 30%</li></ul>
<b>Target 1.3</b>	By 2026, reduce the percentage of Year 5 male students assessed as below benchmark growth in NAPLAN Writing from 38% (2021) to 20%.
<b>Target 1.4</b>	By 2026, increase the percentage of F–6 students working above level against the Victorian Curriculum in Speaking and Listening from 10% (2021) to 30%.
<b>Target 1.5</b>	By 2026, increase the whole school Progressive Achievement Test (PAT) Mathematics mean scale score by 5% from 121.8 (2021) to 127.9

<b>Target 1.6</b>	<p>By 2026, increase the per cent positive response score on the SSS for:</p> <ul style="list-style-type: none"> <li>• Professional learning through peer observation from 32% (2021) to 50%</li> <li>• Teacher collaboration from 60% (2021) to 80%</li> </ul>
<p><b>Key Improvement Strategy 1.a</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Build pedagogical content knowledge in all learning areas and an understanding of the Victorian Curriculum as a continuum of learning.
<p><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</p>	Embed an instructional model that incorporates the HITS.
<p><b>Key Improvement Strategy 1.c</b>  Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Utilise PLC practices to strengthen teacher capacity to analyse and use data to inform differentiated learning in literacy and numeracy.
<p><b>Key Improvement Strategy 1.d</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>	Embed a systematic and collaborative approach to professional learning, incorporating peer observation, feedback, coaching and mentoring.

<b>Goal 2</b>	To improve the engagement of all students.
<b>Target 2.1</b>	By 2026, increase the per cent positive response scores on the AtoSS for Year 4–6 students for: <ul style="list-style-type: none"> <li>• Student voice and agency from 63% (2019–21 average) to 71%</li> <li>• Motivation and interest from 76% (2019–21 average) to 84%</li> </ul>
<b>Target 2.2</b>	By 2026, increase the per cent positive response scores on the AtoSS for Year 4–6 male students for: <ul style="list-style-type: none"> <li>• Stimulated learning from 73% (2019–21 average) to 77%</li> <li>• Effective teaching time from 75% (2019–21 average) to 80%</li> </ul>
<b>Target 2.3</b>	By 2026, increase the per cent positive endorsement on the SSS for: <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 83% (2019–21 average) to 87%</li> <li>• Promote student ownership of learning goals from 82% (2019–21 average) to 86%</li> </ul>
<b>Key Improvement Strategy 2.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	Develop and document a whole–school vision and shared goals for activating student voice and learner agency.
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to	Build teacher knowledge and practice in establishing a student–centred learning environment that ensures the consistent use of student voice, learner agency and metacognitive strategies in all classrooms.

strengthen students' participation and engagement in school	
<b>Goal 3</b>	To improve the wellbeing of all students.
<b>Target 3.1</b>	By 2026, increase the per cent positive response score on the SSS for Academic emphasis from 76% (average 2019–21) to 80%.
<b>Target 3.2</b>	By 2026, increase the per cent positive response score of the AtoSS for Year 4–6 students for: <ul style="list-style-type: none"> <li>• Effective classroom behaviour from 70% (2019–21 average) to 75%</li> <li>• Respect for diversity 71% (2019–21 average) to 76%</li> <li>• Perseverance from 73% (2019–21 average) to 78%</li> <li>• Social and emotional awareness 73% (2021) to 78%</li> </ul>
<b>Target 3.3</b>	By 2026, increase the per cent positive response score on the POS for Parent participation and involvement from 76% (2019–21 average) to 80%.
<b>Target 3.4</b>	By 2026, increase the percentage of Foundation–Year 6 students above the expected level in the Personal and social development capability in the Victorian Curriculum from 8% (2021) to 25%.
<b>Key Improvement Strategy 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to	Develop and implement a whole–school tiered and responsive approach to student wellbeing and inclusion.



<p>support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 3.b</b>          Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Engage students, families and community organisations in the development and implementation of wellbeing initiatives.</p>