

# School Strategic Plan 2023-2027

Research Primary School (2959)



Submitted for review by Fiona Vale (School Principal) on 24 November, 2023 at 04:23 PM

Endorsed by Clare Read (Senior Education Improvement Leader) on 24 November, 2023 at 04:24 PM

Endorsed by Michael Settle (School Council President) on 28 November, 2023 at 03:14 PM

# School Strategic Plan - 2023-2027

Research Primary School (2959)

<b>School vision</b>	<p>Vision - Confidence for life Mission - To excite, engage and empower our students to reach their full potential Objective - To ensure all students develop success in social, emotional and educational skills to enable them to confidently transition through life as effective and active global citizens.</p> <p>We have high expectations of ourselves and others.</p>
<b>School values</b>	<p>Our school values are Community, Ambition, Confidence and Respect</p>
<b>Context challenges</b>	<p>The review identified that whilst our NAPLAN results were higher than similar schools in Reading, Writing and Numeracy, that increasing the level of supported challenge to engage students at their point of need and maximise their learning outcomes was a future priority. Work that has already begun on conferencing and goal setting will be embedded. In addition, strategies to increase student agency in their learning across the next four years will support students in becoming more confident, self-reliant learners who are more willing to take on learning challenges.</p> <p>The review identified that we have a wide range of positive strategies in place to respond to student wellbeing concerns, and that positive staff and student surveys reflect strong wellbeing practices. A whole school culture for students of seeking help and assistance at school was seen as an area for development.</p>
<b>Intent, rationale and focus</b>	<p>We will establish a "Culture of Challenge for Learning" through the strategic plan areas of learning, engagement and wellbeing to ensure that all students are able to achieve their true potential.</p> <p>Our priority areas over the next four years will include:</p> <ul style="list-style-type: none"><li>- Student growth in Literacy and Numeracy</li><li>- Empowering students to be confident and self-reliant learners</li><li>- Enhancing student wellbeing for learning</li></ul>

# School Strategic Plan - 2023-2027

Research Primary School (2959)

<b>Goal 1</b>	To optimise every student's growth in Literacy and Numeracy
<b>Target 1.1</b>	<p>By 2027, increase the percentage of Year 5 students achieving NAPLAN Exceeding Proficiency Level in:</p> <ul style="list-style-type: none"><li>• Reading from 72% (2023) to 80%</li><li>• Writing from 11% (2023) to 15%</li><li>• Numeracy from 6% (2023) to 20%</li></ul> <p>By 2027, increase the percentage of Year 3 students achieving NAPLAN Exceeding Proficiency Level in Numeracy from 15% (2023) to 25%.</p> <p>Targets to be confirmed by SEIL and principal.</p>
<b>Target 1.2</b>	<p>By 2027, increase the percentage of students achieving Above Expected Growth Year 1 to Year 6 in Teacher Judgment in:</p> <ul style="list-style-type: none"><li>• Reading &amp; Viewing from 9% (2021-2022 using Timeline Growth data) to 15% (2026-2027)</li><li>• Writing from 8% (2021-2022 using Timeline Growth data) to 15% (2026-2027)</li><li>• Number &amp; Algebra from 8% (2021-2022 using Timeline Growth data) to 15% (2026-2027)</li></ul>
<b>Target 1.3</b>	By 2027 increase the percentage positive response of students in Attitudes to School Survey in the factors:

	<ul style="list-style-type: none"> <li>• Stimulated Learning from 24% in 2023 to 75%</li> <li>• Differentiated Learning Challenge from 62% in 2023 to 82%</li> </ul>
<b>Target 1.4</b>	By 2027 increase the percentage positive response of staff in the School Staff Survey in the factor Academic Emphasis from 71% in 2023 to 85%.
<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 whole-school, evidence-based approach to numeracy
<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	
<b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	
	Develop a consistent approach to diagnostic, formative, and summative assessment

<p>growth, attainment and wellbeing capabilities</p>	
<p><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</p>	
<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>	
<p><b>Goal 2</b></p>	<p>To empower students to be confident and self-reliant learners</p>
<p><b>Target 2.1</b></p>	<p>By 2027 increase the percentage positive response of students in Attitudes to School Survey in the factors:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 32% in 2023 to 61%</li> <li>• Self-Regulation and Goal setting from 54% in 2023 to 81%</li> <li>• Sense of Confidence from 62% in 2023 to 74%</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2027 increase the percentage positive response of staff in the School Staff Survey in the factor Promote Student Ownership of Learning from 91% in 2023 to 100%.</p>
<p><b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared</p>	<p>Embed a whole-school approach to student agency in learning</p>

<p>goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><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</p>	<p>Optimise teacher capacity to provide learning focused feedback to students</p>
<p><b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><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>Goal 3</b>	To enhance student wellbeing for learning.
<b>Target 3.1</b>	By 2027 increase the percentage positive response of students in Attitudes to School Survey in the factors:  Sense of connectedness from 56% in 2023 to 76%  Sense of Inclusion from 66% in 2023 to 76%
<b>Target 3.2</b>	By 2027 increase the percentage positive response of students in Attitudes to School Survey in the factors: <ul style="list-style-type: none"> <li>• Advocate at School from 76% in 2023 to 85%</li> <li>• Managing Bullying from 50% in 2023 to 75%</li> </ul>
<b>Target 3.3</b>	By 2027 increase the percentage positive in the Parent Opinion Survey in the factor Managing Bullying from 80% in 2023 to 85% in 2027
<b>Key Improvement Strategy 3.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	Strengthen the whole school approach to wellbeing
<b>Key Improvement Strategy 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to	

support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop staff capacity to inquire and respond to the wellbeing needs of students