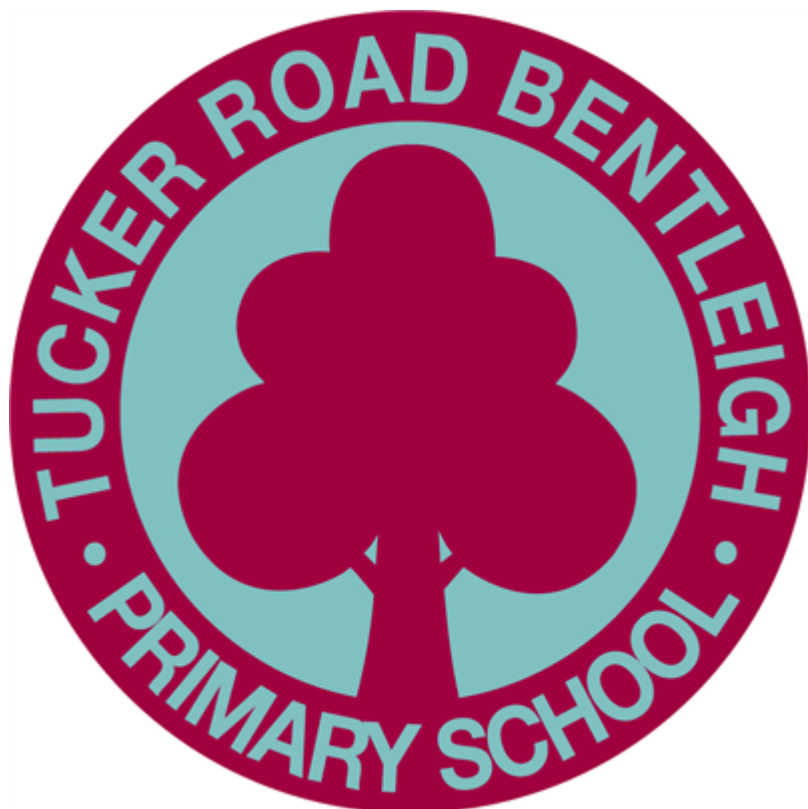


# School Strategic Plan 2022-2026

Tucker Road Bentleigh Primary School (4687)



Submitted for review by Robyn Farnell (School Principal) on 28 November, 2022 at 12:51 PM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 30 November, 2022 at 03:05 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2022-2026

Tucker Road Bentleigh Primary School (4687)

<p><b>School vision</b></p>	<p>At Tucker Road Bentleigh PS we provide opportunities for all students to acquire the skills that will enable them to become life-long learners and have a positive impact in their world. Students are supported to achieve their academic personal best and build upon their emotional, social and physical wellbeing. Our school culture and practices ensure everyone is valued and has the opportunity to thrive and be successful.</p>
<p><b>School values</b></p>	<p><b>Respect:</b> we respect one another’s values, opinions and right to be part of a safe and supported learning environment.  <b>Empathy:</b> we treat others with care and compassion.  <b>Inclusion:</b> all students are welcome in our school and their uniqueness is celebrated.  <b>Perseverance:</b> we recognise that learning is hard, but we can reach our learning goals with the guidance of our teachers and support of family and friends.  <b>Resilience:</b> we have the strength to manage stress and hardship and the ability to rebound and recover from setbacks and adversity.  <b>Accountability:</b> we hold ourselves accountable for our own actions and always strive to be our best selves.</p>
<p><b>Context challenges</b></p>	<p>The Review Panel and School believe remote learning provided a barrier for greater writing improvement as it was difficult to set the expectations for work that teachers would normally set in class. Students were not getting instant feedback on their work as they would during classroom conferencing. Motivation to complete written tasks was lower than usual without lesson introduction, modeling and prompting face to face. Explicit teaching of writing and instant conferences proved hard for students in the early years, who need so much hands-on assistance as you roam a classroom to conference and give instant feedback. Therefore, we feel a challenge for us in the future is to provide professional learning to teachers on how to best explicitly teach writing to improve learning growth for all students.</p> <p>From our self-evaluation and review, we found that another challenge was for teachers to better understand and embed student voice and agency within their teaching program. Through remote learning, it was challenging to continue to focus on this area and difficult to provide choice and agency for students in productive ways. Student voice and agency received less attention as a focus for professional learning at this time also. This disruption was also evidenced in our AtoSS results. This needs to be a renewed focus for professional learning so we continue to build teacher capacity to effectively create opportunities to implement student voice and agency within their teaching programs. We want to provide more opportunities during professional learning sessions for teachers to work in vertical teams to share best practices around how different year levels will go about attending to voice and agency in learning.</p>

Teams also need to audit and review the learning they are teaching throughout the units of Inquiry. Student forums indicated that student's ideas around stimulated learning means being able to choose any random topic of interest, it has become obvious that some of the AtoSS statements need to be far more unpacked with the students for the future and maybe a consistent language considered for use by teachers across the school when discussing the areas of student voice and agency in a classroom.

During professional learning plan discussions with teachers early in the year, many indicated that they wanted to work on the HIT strategy of feedback. Prior to 2020, the school had started to focus on improving teacher practice in using feedback and was working to develop a shared understanding with students to implement consistent feedback into practice. Throughout remote learning, it was difficult to continue to focus on this area with staff through professional learning. The panel observed that teachers were using feedback during lessons, however, these were used inconsistently depending on the time available and the interest of the teachers seeking this feedback. We agree that there is an inconsistency of this practice throughout the school and that we can strengthen this through professional learning and agreed/shared norms and practices. Teachers are also incorporating exit notes and strategies such as 'thumbs up' 'thumbs down' to gain feedback from students during the lesson to gauge levels of understanding. As a school, we need to share these ideas and work more in vertical teams so teachers can understand how other teachers across the school gain feedback from their students. We need to ensure teachers are articulating and drawing the links for students to help students to understand the changes or adaptations they make to their programs based on student feedback. We also need to explore more authentic ways teachers can gain feedback from students in order to improve learning. Providing time for meaningful professional discussions around the use of feedback and revisiting the HITS documentation will also assist teachers to build their understanding of what effective feedback is and how they can best provide this to students.

We would like to continue to fully embed and refine the TRBPS Instructional Model to continue to maintain NAPLAN data results and to further build the learning and teaching data in all areas across the school. We will continue to focus on the HITS as part of best practice and professional growth especially focusing on good questioning techniques and giving student feedback and receiving feedback from students to improve teaching practice. The next step with our Instructional Model could be to develop a school spelling scope and sequence, speaking and listening sequence and continue to refine the curriculum planning templates we use across the school. We will look to extend NAPLAN practice for years 2 and 4, starting earlier than term 4. The Numeracy Learning Specialist could revisit best Numeracy practice with staff and dig deep into the DET Numeracy Portal plus create/schedule more PL opportunities for year 2 and 3 teachers to work together on developing Numeracy practice. Continue Professional Learning that focuses on writing teaching practice. Revisit best practices for teaching reading with P-2 and year 2-3 staff to share their knowledge and understanding of the new Fountas and Pinnell continuums and resources to hopefully increase NAPLAN Year 3 reading and writing data results. We would also like to provide more professional learning on the teaching of writing. Use the school budget to allocate more time to our Learning Specialists once a term, to work with teams of teachers during planning block time.

	<p>We also understand the importance of providing more opportunities for staff to work across vertical teams. Not just through meeting times, but also by encouraging them to plan cross-grade level activities for one or two sessions per term. We would like to lift the percentage endorsement on the Staff Survey for trust in colleagues. It is hoped that giving staff the chance to work with other teachers across the school in a variety of contexts would be a good start to improving these results. Currently, the school is in the beginning stages of consistently incorporating more student voice and agency into all learning areas. We recognise that we need to continue to build staff capacity in this area, and we need to also provide teachers with a better understanding of what this looks like in the classroom. During remote learning, teachers were able to incorporate some elements of student voice and agency. We need to continue to ensure that we embed more voice and agency into the learning program and classroom practices now we have returned to learning on-site. We also need to establish a consistent approach to student learning goals. Many year levels have started slowly by implementing a writing goal for example, but this varies from team to team across the school. Providing all students, the opportunity to make a contribution to their learning will provide them with a sense of ownership and improve results on our AtoSS data in this area.</p> <p>The school also recognises that more opportunities need to be provided to students to participate in Science and STEM-based activities. Prior to Covid, the school was in the process of establishing a dedicated STEM room next to the library. Now that renovations to the library have been completed, we will look to set up this room as a space for teachers to provide opportunities for students to participate in robotics and STEM activities. We have established a partnership with Bentleigh Secondary College and prior to Covid our senior students were working with them and participating in science experiences. It was expressed by many students who participated in the forums that they would like to have more exposure to science activities.</p>
<p><b>Intent, rationale and focus</b></p>	<p>At TRBPS we aim to maximise the learning growth of every student, specifically in the areas of English and Mathematics. It is crucial to ensure that all students (no matter where they are on the learning continuum) are challenged and supported to improve their own personal learning goals. We would like to build upon our PLC's knowledge to further promote growth within our students by using cohort data more effectively and to accurately pinpoint student's next step of learning.</p> <p>It became evident through the school review process findings there was a need to embed whole-school consistency in student voice and agency. This area received less attention as a focus for professional learning at this time also. This disruption is evidenced by the five-year trend in AtoSS results where there was some improvement in 2019 but this dropped back in 2020. Some stronger results were achieved in 2021 but the goal was not met. Developing a learning environment in which student voice and agency is at the forefront, results in students being more engaged and committed to their learning.</p> <p>We endeavor to enhance students' social and emotional well-being. In order for students to learn more effectively they need to feel safe, heard and supported. When students are more in tune with their needs, they can self-regulate and have a better understanding</p>

of how they learn. This is also important when developing personal learning goals. During the self-evaluation and the review process, it highlighted the need for further work focused on the development of professional learning in this area. This will enable more positive and productive teacher collaboration ensuring consistency of practice and programs across the school.

Throughout the School Strategic (4 year) Plan we aim to implement the following Key Improvement Strategies:

- \*Build a positive whole-school learning culture that has a shared vision of accountability and high expectations.
- \*Develop and implement a whole school approach to student goal setting and feedback that empowers high expectations, high aspirations and student agency.
- \*Create opportunities for students to have agency and influence in their learning.
- \*Further develop purposeful partnerships with parents and carers to promote student engagement with learning.
- \*Embed the Victorian Curriculum F-10, scope and sequence of Inquiry learning and continuums of practice for all learning areas.
- \*Further develop, document, and embed whole school collaborative approaches to curriculum planning, assessment, and shared instructional approaches.
- \*Apply assessment strategies and measurement practices to obtain and provide feedback on student learning growth and attainment.
- \*Embed a PLC approach for collaborative inquiry into planning for teaching the modeling of effective practice and the use of observation and feedback.
- \*Enhance a wellbeing curriculum that enables students to develop the capacities necessary to thrive, contribute and respond positively to challenges and opportunities.
- \*Embed a tiered approach to health, wellbeing and inclusion.

# School Strategic Plan - 2022-2026

Tucker Road Bentleigh Primary School (4687)

<b>Goal 1</b>	Maximise learning growth of every student.
<b>Target 1.1</b>	By 2026, increase the percentage of Year 5 students assessed as above NAPLAN Benchmark Growth: <ul style="list-style-type: none"> <li>• Reading from 46% in 2021 to 50%</li> <li>• Writing from 28% in 2021 to 38%</li> <li>• Numeracy from 37% in 2021 to 41%</li> </ul>
<b>Target 1.2</b>	By 2026, increase the percentage of students in the top two NAPLAN bands: Year 3: <ul style="list-style-type: none"> <li>• Reading from 67% in 2021 to 75%</li> <li>• Writing from 70% in 2021 to 75%</li> <li>• Numeracy from 49% in 2021 to 60%</li> </ul> Year 5: <ul style="list-style-type: none"> <li>• Reading from 71% in 2021 to 75%</li> <li>• Writing from 31% in 2021 to 35%</li> <li>• Numeracy from 49% in 2021 to 55%</li> </ul>
<b>Target 1.3</b>	By 2026, increase the percentage of Prep–Year 6 students working above expected level against the Victorian Curriculum in: <ul style="list-style-type: none"> <li>• Reading and viewing from 37% in 2021 to 41%</li> <li>• Writing from 29% in 2021 to 35%</li> <li>• Number and Algebra from 35% in 2021 to 40%</li> </ul>
<b>Target 1.4</b>	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 64% in 2021 to 71%</li> <li>• Teacher collaboration from 46% in 2021 to 65%</li> <li>• Instructional leadership from 61% in 2021 to 68%</li> </ul>

<p><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</p>	<p>Embed a PLC approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback.</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>Further develop, document, and embed whole school collaborative approaches to curriculum planning, assessment, and shared instructional approaches.</p>
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Apply assessment strategies and measurement practices to obtain and provide feedback on student learning growth and attainment.</p>
<p><b>Goal 2</b></p>	<p>Enhance students social and emotional wellbeing.</p>
<p><b>Target 2.1</b></p>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher concern from 77% in 2021 to 80%</li> <li>• Emotional awareness and regulation from 72% in 2021 to 80%</li> <li>• Sense of connectedness from 78% in 2021 to 85%</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Student connectedness from 84% in 2021 to 89%</li> <li>• School pride and confidence from 63% in 2021 to 78%</li> <li>• Confidence and resiliency skills from 69% in 2021 to 81%</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 76% in 2021 to 82%</li> <li>• Parent and community involvement from 68% in 2021 to 78%</li> </ul>

<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>Enhance a wellbeing curriculum that enables students to develop the capacities necessary to thrive, contribute and respond positively to challenges and opportunities.</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>Further develop purposeful partnerships with parents and carers to promote student engagement with learning.</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>	<p>Embed a tiered approach to health, wellbeing, and inclusion.</p>
<p><b>Goal 3</b></p>	<p>Strengthen student voice and agency.</p>
<p><b>Target 3.1</b></p>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 69% in 2021 to 76%</li> <li>• Sense of confidence from 79% in 2021 to 85%</li> <li>• Motivation and interest from 77% in 2021 to 83%</li> </ul>
<p><b>Target 3.2</b></p>	<p>By 2026, improve then percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 64% in 2021 to 68%</li> <li>• Promote student ownership of learning goals from 72% in 2021 to 78%</li> </ul>
<p><b>Target 3.3</b></p>	<p>By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 68% in 2021 to 79% in 2025</li> <li>• Stimulating learning environment from 60% in 2021 to 74%</li> <li>• Student motivation and support from 70% in 2021 to 78%</li> </ul>



<p><b>Key Improvement Strategy 3.a</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Create opportunities for students to have agency and influence in their learning.</p>
<p><b>Key Improvement Strategy 3.b</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and implement a whole school approach to student goal setting that empowers high expectations, high aspirations, and student agency.</p>