

# School Strategic Plan 2018-2022

Toorak Primary School (3016)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# School Strategic Plan - 2018-2022

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<b>School vision</b>	<p>Vision Statement We provide a dynamic learning environment that engages and inspires students to achieve their personal best in an atmosphere of mutual respect and cooperation.</p>
<b>School values</b>	<p>The values that underpin our mission statement</p> <ul style="list-style-type: none"> <li>• Truthfulness</li> <li>• Persistence</li> <li>• Success</li> </ul> <p>Underpinning these values are the Toorak Citizenship attributes:</p> <ul style="list-style-type: none"> <li>• respect, kindness, honesty, responsibility and friendship</li> </ul> <p>We continually improve procedures and practices at Toorak Primary School so that every child has the opportunity to succeed.</p>
<b>Context challenges</b>	<p>Goal 3: To continue to develop and provide opportunities for students to become resilient Target 1: An upward trend in all variables of the student attitudes to school data.</p> <p>The panel concurred that several factors had contributed to students not perceiving that they were becoming more resilient. The panel acknowledged that current strategies relating to the student code of conduct and associated consequences had not been implemented consistently by staff and were not written in student friendly language. The increasing student population was continually evolving and had grown in diversity, and the density in the school yard had also impacted on students' perspective of what was fair. Leadership team members agreed that due to staff turnover, there was some inconsistency in the management of student wellbeing and there was a need for relevant and targeted professional development on wellbeing practices. The panel found that these factors had been barriers to improving student resilience.</p>
<b>Intent, rationale and focus</b>	<p>To build teacher capability to improve student outcomes in Literacy and Numeracy. Building teacher capacity in the use of data to inform planning for the differentiation of instruction for individual student needs was a priority for the school to support improved student learning outcomes.</p> <ol style="list-style-type: none"> <li>1. Develop staff capability to ensure that curriculum planning addresses the full range of learning needs of individual students</li> <li>2. Build teacher capability to analyse a range of student data to design learning programs with multiple entry points</li> <li>3. Develop teacher capability to use the High Impact Teaching Strategies to effectively teach students, or groups of students, at their</li> </ol>

point of need.

To empower students as learners and leaders to actively contribute to both their own education and whole school initiatives through authentic student voice, agency and leadership.

There is a need to broaden the opportunities available for authentic student voice, agency and leadership. While elements of these were present, there is an inconsistent school wide understanding of the definitions of student agency, voice and leadership across students and teachers.

1. Teacher and student knowledge and understanding of a common definition of authentic student voice, agency and leadership
2. Develop and embed a continuous teaching and learning improvement cycle that is driven by student voice and agency
3. Intentionally create opportunities for students to co-design curriculum and learning experiences
4. Review and enhance school wide approaches and structures to engage all students in leadership development.

To improve student outcomes through sustainable staff collaboration in a way that is challenging, respectful and targeted.

There is an inconsistency between the agreed practice of the collaborative planning norms and protocols and the embedded practice across teams.

1. Build staff capability through the Professional Learning Communities (PLC) model
2. Liaise with Link PLC schools to support the development of school wide practice
3. Revisit and revitalise the norms and protocols of current established practice across the school
4. Enhance work of Communities of Practice (CoPs) in and across networks
5. Establish school wide peer observation practices and protocols
6. Embed a rigorous induction process to support consistency with all staff.

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<b>Goal 1</b>	To build teacher capability to improve student outcomes in Literacy and Numeracy.
<b>Target 1.1</b>	<b>NAPLAN Numeracy - based on 2018 results</b> <ul style="list-style-type: none"><li>● Maintain, or improve, the percentage of students in the top two bands for matched cohort and annually-<ul style="list-style-type: none"><li>○ in year 3 numeracy from 84 per cent compared to Similar Schools at 65 per cent</li><li>○ in year 5 numeracy from 44 per cent compared to Similar Schools at 52 per cent</li></ul></li><li>● Maintain or exceed the percentage of students with high relative growth from 34 per cent compared to similar schools at 32 per cent</li><li>● Decrease the percentage of students with low relative growth from year 5 to year 7 to 25 per cent (currently 29 per cent)</li><li>● Improve the percentage of students with high relative growth from year 5 to year 7 to 25 per cent (currently 18 per cent).</li></ul>
<b>Target 1.2</b>	<b>NAPLAN Reading- based on 2018 results</b> <ul style="list-style-type: none"><li>● Maintain, or improve, the percentage of students in the top two bands for matched cohort and annually-<ul style="list-style-type: none"><li>○ in year 3 reading from 73 per cent compared to Similar Schools at 74 per cent</li><li>○ in year 5 reading from 59 per cent compared to Similar Schools at 58 per cent</li></ul></li><li>● Maintain or exceed the percentage of students with high relative growth from 40 per cent compared to similar schools at 31 per cent</li></ul>

	<ul style="list-style-type: none"> <li>• Maintain or exceed the percentage of students with high relative growth from year 5 to year 7 to 40 per cent (currently at 45 per cent).</li> </ul>
<p><b>Target 1.3</b></p>	<p><b>NAPLAN Writing- based on 2018 results</b></p> <ul style="list-style-type: none"> <li>• Maintain, or improve, the percentage of students in the top two bands for matched cohort and annually- <ul style="list-style-type: none"> <li>○ in year 3 writing from 81 per cent compared to Similar Schools at 67 per cent</li> <li>○ in year 5 writing from 27 per cent compared to Similar Schools at 24 per cent</li> </ul> </li> <li>• Maintain or exceed the percentage of students with high relative growth from 41 per cent compared to Similar Schools at 32 per cent</li> <li>• Maintain or exceed the percentage of students with high relative growth from year 5 to year 7 to 40 per cent (currently at 29 per cent).</li> </ul>
<p><b>Target 1.4</b></p>	<p><b>Staff Opinion Survey – based on 2018 results</b> Maintain or improve the positive endorsement for -</p> <ul style="list-style-type: none"> <li>• Collective Focus on Student Learning from 76 per cent with Similar Schools at 86 per cent.</li> <li>• Collective Responsibility from 76 per cent with Similar Schools at 88 per cent.</li> <li>• Staff Trust in Colleagues from 45 per cent with Similar Schools at 80 per cent.</li> <li>• Guaranteed and Viable Curriculum from 63 per cent with Similar Schools at 76 per cent.</li> </ul>
<p><b>Target 1.5</b></p>	<p><b>Attitudes to School Survey – based on 2018 results</b></p> <p>Maintain or improve the positive endorsement for Differentiated Learning Challenge from 69 per cent with Similar Schools at 84 per cent.</p>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop staff capability to ensure that curriculum planning addresses the full range of learning needs of individual students.
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	Build teacher capability to analyse a range of student data to design learning programs with multiple entry points.
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Develop teacher capability to use the High Impact Teaching Strategies to effectively teach students, or groups of students, at their point of need.
<b>Goal 2</b>	To empower students as learners and leaders to actively contribute to both their own education and whole school initiatives through authentic student voice, agency and leadership.
<b>Target 2.1</b>	<p><b>Attitudes to School Survey – based on 2018 results</b> Maintain or improve the positive endorsement for:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 51 per cent with Similar Schools at 67 per cent</li> <li>• Stimulating Learning from 65 per cent with Similar Schools at 79 per cent</li> <li>• Teaching Time from 73 per cent with Similar Schools at 83 per cent</li> <li>• Advocate at School from 78 per cent with Similar Schools at 87 per cent.</li> </ul>
<b>Target 2.2</b>	<p><b>Staff Opinion Survey – based on 2018 results</b></p> <ul style="list-style-type: none"> <li>• Maintain the positive endorsement for Promote Student Ownership of Learning above that of similar schools – currently 93 per cent with Similar Schools at 83 per cent.</li> </ul>

<b>Target 2.3</b>	<p><b>School Based Survey</b></p> <ul style="list-style-type: none"> <li>Implement an industry standard product to measure student voice, agency and leadership and set an appropriate growth target using the baseline data from 2019.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build teacher and student knowledge and understanding of a common definition of authentic student voice, agency and leadership.
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	develop and embed a continuous teaching and learning improvement cycle that is driven by student voice and agency.
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	intentionally create opportunities for students to co-design curriculum and learning experiences.
<b>Key Improvement Strategy 2.d</b> Empowering students and building school pride	review and enhance school wide approaches and structures to engage all students in leadership development.
<b>Goal 3</b>	To improve student outcomes through sustainable staff collaboration in a way that is challenging, respectful and targeted.
<b>Target 3.1</b>	<p><b>NAPLAN – based on 2018 results</b></p> <ul style="list-style-type: none"> <li>Improve the percentage of students achieving in NAPLAN top two bands in reading, writing, and numeracy for years 3, 5 and 7 (see Goal 1 for 2018 results)</li> </ul>
<b>Target 3.2</b>	<b>Staff Opinion Survey – based on 2018 results</b>

	<p>Maintain or improve the positive endorsement for -</p> <ul style="list-style-type: none"> <li>• Collective Focus on Student Learning from 76 per cent with Similar Schools at 86 per cent</li> <li>• Collective Responsibility from 76 per cent with Similar Schools at 88 per cent</li> <li>• Staff Trust in Colleagues from 45 per cent with Similar Schools at 80 per cent</li> <li>• Guaranteed and Viable Curriculum from 63 per cent with Similar Schools at 76 per cent.</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Instructional and shared leadership</p>	<p>Build staff capability through the Professional Learning Communities (PLC) model.</p>
<p><b>Key Improvement Strategy 3.b</b> Building practice excellence</p>	<p>Liaise with Link PLC schools to support the development of school wide practice.</p>
<p><b>Key Improvement Strategy 3.c</b> Building practice excellence</p>	<p>Revisit and revitalise the norms and protocols of current established practice across the school.</p>
<p><b>Key Improvement Strategy 3.d</b> Building practice excellence</p>	<p>Enhance work of Communities of Practice (CoPs) in and across network.</p>
<p><b>Key Improvement Strategy 3.e</b> Building practice excellence</p>	<p>Establish school wide peer observation practices and protocols.</p>
<p><b>Key Improvement Strategy 3.f</b> Building practice excellence</p>	<p>Embed a rigorous induction process to support consistency with all staff.</p>