

School Strategic Plan 2022-2026

Toorak Primary School (3016)



Submitted for review by Sharon Wildermuth (School Principal) on 24 March, 2023 at 02:12 PM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 24 March, 2023 at 02:16 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

Toorak Primary School (3016)

<p>School vision</p>	<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. The values that underpin our vision statement are:</p> <ul style="list-style-type: none"> • respect, kindness, honesty, responsibility, and friendship <p>Our mission is to continually improve procedures and practices at Toorak Primary School so that every child has the opportunity to succeed.</p>
<p>School values</p>	<p>Our values at Toorak PS are aimed at supporting us to enact our school vision and our positive school culture, to enable all students to grow as learners and to be successful. These values are integral, as we know that leading an effective school begins by setting a clear direction of what the future can be. At TPS we build a positive school climate for learning and well-being through practices and relationships based on high expectations, shared values, and a culture of trust.</p> <p>The following values underpin this important work:</p> <ul style="list-style-type: none"> * Respect * Responsibility * Honesty * Kindness and * Friendship
<p>Context challenges</p>	<p>Toorak Primary School has been part of the Toorak Community since 1890 and at the commencement of the 2023 school year, has an enrolment of 470 students of which 110 are English as an Additional Language (EAL) enrolments. The school has a number of students who commence their schooling living within the enrolment boundary and later move to other suburbs, interstate, or overseas.</p> <p>In 2021 the Tutor Learning Initiative (TLI) was introduced and has evolved into our current learning enhancement program with Mini-Lit and Macq-Lit programs introduced to support students. This approach was introduced state-wide to address the need for higher levels of support after the period of remote and flexible learning. The program has been well received by students and families at TPS and has proven beneficial for a number of students. In addition, a Student well-being and welfare officer was appointed in 2021 to support the increasing need for student and family support. In 2022 and 2023 an Occupational Therapist and Speech Therapist were employed by the school, as a result of additional resourcing</p>

	<p>under the Disability and Inclusion program.</p> <ul style="list-style-type: none"> - New work has involved the investigation and adoption of a systematic and explicit approach to teaching Literacy using evidence-based practices incorporating a synthetic phonics program in Foundation to Year 2. - The school and its teachers are also progressing towards the ‘Science of Learning’ methodology across all areas of the curriculum. - High levels of student academic growth and maintaining students in the top bands in NAPLAN literacy, ensuring growth for all students, remains a high priority. - Monitoring EAL learners through the use of their sociolinguistic profiles and teachers using effective EAL teaching strategies is a further priority. - The school continues to investigate and apply evidence-based strategies and practices to better support students requiring extension and differentiation within the classroom. - Implementation, with fidelity, of the School Wide Positive Behaviour framework, communication with our whole school community, and building resilience in students to help them cope with the challenges and stressors they may face throughout their learning journey. - Continuation of building middle leadership to embed whole school practices that align with the Science of Learning
<p>Intent, rationale and focus</p>	<p>Nestled in the beautiful surroundings of Toorak, TPS proudly reflects the diversity of our local community and we pride ourselves on the open and friendly community atmosphere. Our staff are encouraged and supported to plan and deliver high-quality programs to improve student outcomes and cater to different learning needs.</p> <p>Our school aims to prepare all our students for their futures, academically, physically, socially, and emotionally so they can be happy, independent, and confident individuals who make positive contributions to their community. A holistic and inclusive approach to learning is adopted where the needs of all children are taken into account. We strive for a culture of excellence for all students within a caring, nurturing, and inclusive community.</p> <p>The school is on a continuous journey to ensure that evidenced-based inclusive practices are embedded in our day-to-day operation, with well-being practices clearly embedded through a School Wide Positive Behaviour Support (SW-PBS) framework. At TPS we strive to develop positive and knowledge-rich learners who transition from TPS to secondary school ready to lead their own learning through learner agency, with a growth mindset and the ability to approach challenges with resilience.</p> <p>Our goals are to improve Numeracy and Literacy outcomes for all students and to improve Well-being outcomes for all our students by:</p> <ul style="list-style-type: none"> - building the capability of all teachers and teams, - implementing evidence-based, high-impact teaching strategies, - planning effective differentiated instruction, to cater to a range of student learning needs, - creating opportunities for the development of student capabilities to thrive, contribute and respond positively to the challenges and opportunities of life, - supporting and helping our students to feel connected and engaged in their learning and,

- collaborating effectively with our parents.

Our next steps are to:

- develop, document, and communicate a clear vision to our teachers for a whole school approach to literacy and numeracy improvement and to develop teacher knowledge and capability to implement this,
- develop a whole school understanding of student empowerment (aligned to the Science of Learning),
- build staff capability to empower students in their own learning, leading to improvement in student resilience and,
- embed a well-being framework that ensures a supportive, inclusive, and respectful school environment.

School Strategic Plan - 2022-2026

Toorak Primary School (3016)

Goal 1	Improve numeracy outcomes for all students.
Target 1.1	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands from 34 per cent in 2022 to 50 per cent.
Target 1.2	By 2026, increase the percentage of students maintaining top two NAPLAN bands from 65 per cent in 2021 to 75 per cent.
Target 1.3	By 2026, decrease the percentage of students assessed as below benchmark NAPLAN growth from 39 per cent to 10 per cent.
Target 1.4	By 2026, increase the percentage of students achieving high NAPLAN growth from 27 per cent in 2021 to 40 per cent.
Target 1.5	By 2026, improve the percentage of students making at or above expected growth against the Victorian Curriculum in Number and Algebra from 79% (2022) to 88%.
Target 1.6	By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:

	<ul style="list-style-type: none"> Professional Learning to improve practice from 73% (2022) to 80% (Teaching and Learning - Evaluation) Academic emphasis from 60% (2022) to 70% (School Climate)
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop teacher capacity to extend all cohorts, with a focus on high ability students.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop and embed consistent whole school assessment processes and practices.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop teacher capacity to use data to inform teaching and learning.
Goal 2	Improve outcomes in literacy for all students.
Target 2.1	By 2026, increase the percentage of students achieving above benchmark growth in NAPLAN Reading from 16 per cent in 2021 to 35 per cent.

Target 2.2	<p>By 2026, reduce the percentage of students assessed as below NAPLAN benchmark growth in Reading from 31 per cent in 2021 to 10 per cent.</p>
Target 2.3	<p>By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands for Writing from 37 per cent in 2022 to 45 per cent.</p>
Target 2.4	<p>By 2026, increase the percentage of students maintaining in the top two NAPLAN bands in Writing from 33 per cent in 2021 to 40 per cent.</p>
Target 2.5	<p>By 2026, increase the percentage positive endorsement on the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Increase ‘moderate assessments tasks together’ from 69% (2022) to 76% (Teaching and Learning - Implementation) • Increase ‘guaranteed and viable curriculum’ from 67% (2022) to 75%
Key Improvement Strategy 2.a 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, document and communicate a clear vision of a whole school approach to literacy.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum	Develop teacher knowledge to implement the schools approach to literacy.

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teacher capacity to extend all cohorts with a focus on high ability students in literacy.
Goal 3	Improve wellbeing outcomes for all students.
Target 3.1	By 2026, increase AtoSS, Student voice and agency from 65 per cent in 2022 to 75 per cent.
Target 3.2	By 2026, increase AtoSS, Managing bullying from 67 per cent in 2022 to 85 per cent.
Target 3.3	By 2026, increase AtoSS Respect for diversity from 74 per cent in 2022 to 80 per cent.
Target 3.4	By 2026, decrease AtoSS Low Resilience from 28 per cent in 2022 to 10 per cent.
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and document a whole school understanding of student empowerment.

<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build staff capacity to empower students in their own learning.</p>
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed a wellbeing framework that ensures a supportive, inclusive and respectful school environment.</p>