

# School Strategic Plan 2020-2024

Stawell Primary School (0502)



Submitted for review by Robyn Jones (School Principal) on 18 February, 2021 at 11:57 AM

Endorsed by Christopher Walter (Senior Education Improvement Leader) on 25 February, 2021 at 09:14 AM

Awaiting endorsement by School Council President

# School Strategic Plan - 2020-2024

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<b>School vision</b>	<p>Stawell Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community.</p> <p>Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing.</p> <p>We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>The programs and teaching at Stawell Primary School support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none"><li>• elected government</li><li>• the rule of law</li><li>• equal rights for all before the law</li><li>• freedom of religion</li><li>• freedom of speech and association</li><li>• the values of openness and tolerance.</li></ul> <p>This policy outlines our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website, our staff induction handbook, and enrolment/transition packs.</p> <p>To celebrate and embed our Statement of Values and Philosophy in our school community, we</p> <ul style="list-style-type: none"><li>• display posters and banners that promote your values in our school</li><li>• celebrate our values in our school newsletter</li><li>• provide awards and recognition for students who actively demonstrate the values</li><li>• discuss our values with students in the classroom, meetings and assemblies.</li></ul> <p><b>VISION</b> Stawell Primary School's vision is to have pride in ourselves, pride in our work and pride in our achievements. We are proud of our school and proud of our community.</p> <p><b>MISSION</b></p>
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	<p>Stawell Primary School's mission is to strive to be the best that we can be is a goal for all members of our school community.</p> <p><b>OBJECTIVE</b>  Together we will strive to develop future, active citizens who have the knowledge, skills and qualities to make a difference to their world.</p>
<p><b>School values</b></p>	<p><b>VALUES</b></p> <p>Stawell Primary School's values are PRIDE.</p> <p>Participation:</p> <ul style="list-style-type: none"> <li>- by building strong partnerships between our school, home and our community</li> <li>- we are actively involved in our learning and want to make a difference</li> </ul> <p>Respect:</p> <ul style="list-style-type: none"> <li>- by displaying an attitude of caring and consideration for ourselves, others, our environment and the community.</li> <li>- We look after our belongings and those of others.</li> </ul> <p>Integrity:</p> <ul style="list-style-type: none"> <li>- by being honest and trustworthy in both our actions and words</li> <li>- we make good choices, even when no-one is watching.</li> </ul> <p>Determination:</p> <ul style="list-style-type: none"> <li>- by displaying a positive mindset and not giving up when things get difficult</li> <li>- we strive for our personal best in all we do.</li> </ul> <p>Excellence:</p> <ul style="list-style-type: none"> <li>- by setting high expectations and celebrating our achievements and successes</li> <li>- we always strive to be the best we can be.</li> </ul> <p><b>BEHAVIOURAL EXPECTATIONS</b></p> <p>Stawell Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.</p> <p>As principals and school leaders, we will:</p> <ul style="list-style-type: none"> <li>• model positive behaviour and effective leadership</li> <li>• communicate politely and respectfully with all members of the school community</li> <li>• work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone</li> <li>• behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments</li> </ul>

- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.

- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

#### UNREASONABLE BEHAVIOURS

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our Visitors Policy).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone
- the use or threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- sending demanding, rude, confronting or threatening letters, emails or text messages
- sexist, racist, homophobic, transphobic or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values and School Philosophy may lead to further investigation and the implementation of appropriate consequences by the school Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police

	<ul style="list-style-type: none"> <li>• legal action</li> </ul> <p>Inappropriate student behaviour will be managed in accordance with our school's Student Wellbeing and Engagement Policy and Bullying Prevention Policy.</p> <p>Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.</p>
<p><b>Context challenges</b></p>	<p>School Context</p> <p>Stawell Primary School is a historically significant school, located centrally in the town of Stawell in the West Grampians Network. '502' – as the school is known locally, has a current enrolment of 280 making it the largest primary school in Stawell, with students drawn from both the town and surrounding rural districts.</p> <p>The school grounds include both passive and active play spaces including a sensory garden, adventure playgrounds, basketball and netball courts and an oval.</p> <p>Stawell Primary School's Vision and Values statement reflects the importance placed on developing both the academic progress and the emotional wellbeing of all students. The school's mantra of 502-P.R.I.D.E. (Participation, Respect, Integrity, Determination and Excellence) sets important standards in terms of work effort, behaviour expectations and aspirations for all.</p> <p>We aim to be: proud of ourselves, proud of our work, proud of our school and proud of our community.</p> <p>Stawell Primary School has 28 staff members comprising of: two Principal class, 19 teachers, seven Education Support staff including a Chaplain and a canteen manager.</p> <p>The school's leadership profile consists of the Principal, Assistant Principal, three Community of Practice (COP) leaders, and three Professional Learning Community (PLC) Leaders.</p> <p>The school's grade structure consists of 13 classes, grouped into three teaching and professional learning units: Prep–Year 2, Year 3–4 and Year 5–6.</p> <p>The school provides a Foundation to Year 6 learning program based on the Victorian Curriculum differentiated to meet student needs. It offers Specialist subject areas of: PE, the Arts, Music and Chinese as the Language Other Than English (LOTE).</p> <p>Enrichment programs include swimming, extensive camps and excursions opportunities, sporting programs and a strong transition</p>

process involving local kindergartens (K-P), Stawell Secondary College (6-7) and the broader community.

Student leadership plays an important role within our school, enabling students to build their leadership capacity, whilst providing opportunities for student voice and agency. Our school has a strong link with the College in supporting opportunities for student-led programs by secondary students.

Our school provides a range of extra programs to support student's wellbeing and to develop resilience and social skills, including mentoring and buddy programs. The School Chaplain and associated programs such as Kids Hope, Breakfast Club and Uniform Shop, provides wellbeing support for students and their families.

The school actively encourages parent and community partnerships which support student learning and wellbeing. Parent helpers regularly assist in classrooms and with school events. Students are encouraged to be active members of the Stawell community.

Striving to be the best you can be continues to be the goal for all members of our school community.

From our self-evaluation and School Review the following highlights and challenges were identified:

#### WELLBEING

Based upon the Review findings, it was agreed that our safe and collaborative school culture was a highlight. Comments reflected the school's culture of inclusiveness, belonging and school pride, with increased student resilience, self-esteem and wellbeing. The provision of professional learning opportunities to build staff understanding of social issues, was also listed as an implementation highlight.

The school's Values and expectations of 502 PRIDE, are embedded across the school and are known to, and respected by, all community members. Importantly, there is a consistent approach by all staff in regard to behaviour and learning expectations and consequences.

Given our changing demographics and high percentage of equity funded students, the challenge for our school will be to maintain our safe learning environment and to further build upon the strengths of our school culture. Whilst our survey data from parents and students is positive, we must work to change a slightly downward trend in regard to the percentage of high positive responses.

We will also continue to maintain our proactive strategies that support our strong student attendance data.

We will do this to not only support student wellbeing, but to also boost student engagement and academic performance – a challenge our school needs to address.

	<p><b>ACHIEVEMENT</b></p> <p>Whilst the Review identified our school as having a positive collective and collaborative focus on student learning, curriculum planning and use of data to inform teaching and learning practice, the need to build greater consistency of practice was also highlighted as a challenge for the next four years.</p> <p>Our challenge will be to continue to build the practices of our Professional Learning Communities (PLCs) to further build teacher knowledge and capacity. This will include greater opportunities for peer observations, learning from others and increased external professional learning opportunities.</p> <p>Growth will also be supported through the introduction of improved school documentation for sequential learning. The collation and implementation of these documents, as a foundation for our teaching and learning practice, will be our priority.</p> <p><b>INCLUSION</b></p> <p>Greater awareness, monitoring and support provision for our Equity funded students and their families will be strengthened over the next four years to enable greater access and participation in all educational opportunities. Strengthened monitoring and support of Koorie student attendance will be developed to decrease rates of high absenteeism.</p> <p>Aligned with an increasing multi-cultural student and family demographic enrolment, increased opportunities for recognition and celebration of culture and celebrations will also be further implemented over the next four years.</p> <p><b>BUILDINGS AND GROUNDS</b></p> <p>A contextual concern for our school will always relate to our physical surroundings, given our school is an 1878 Bastow school. Whilst challenging, we will strive to continue to maintain our school and the grounds by using our SRP budget and other funding opportunities, to provide the most welcoming, safe and engaging learning environment possible for our school community.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our School embraces a shared accountability and collective responsibility for: all our students, our school culture, our programs and initiatives and our teaching and learning programs</p> <p>Each year the focus and targets of our AIP are directly aligned to the identified directions of our School Strategic Plan. The Performance and Development Plans of all staff, including ES, are aligned to the AIP expectations.</p> <p>Each year our school funding is directly aligned to our initiatives, providing resources to support our goals.</p> <p>We have worked in this way since 2015, over which time we have built a strong school culture for learning and support.</p> <p>It is our intent to continue to build upon our strengths, whilst introducing improved approaches to our teaching and learning. We will continue to build a positive learning environment with engagement, trust and risk-taking at the fore. We will strive for success for all and will help everyone to achieve their potential through our words and actions.</p>



We will encourage all members of our school community to have a voice, authentic opportunities for participation and to work in partnership with the school.

Feeling happy, safe and valued will continue to be our priority, with support structures introduced or strengthened to facilitate this.

We are proud of what we have achieved together and will work to make it even better over the life of our next Strategic Plan 2021-2024.

We aim to do this using a gradual approach of implementation, building upon our agreed directions and achievements each year.

Roles and expectations will be clearly defined. Staff will be given appropriate time, access to support and professional learning opportunities to assist their growth.

Our journey of improvement will involve a whole of school community approach, fostering partnerships and a culture of learning and respect.

Further opportunities for learning in and from our local community and global possibilities will be explored and implemented.

Specifically, we will aim to:

1. Build consistency of teaching practice to improve student achievement outcomes
  - through the development and implementation of an agreed P-6 Instructional Teaching Model
  - through the development and school-wide implementation of an agreed Effective Reading Lesson, an Effective Writing Lesson and an Effective Maths Lesson
  - through increased knowledge of the Victorian Curriculum to build understanding of 'at, above and below' curriculum standards
  - through the development of sequential curriculum documents
  - through participation in deliberate practice opportunities including scheduled Teaching Sprints
  - through building the capacity of all staff through the provision of appropriate time and opportunities
  - through improved PLC practices embracing a collective efficacy approach including data analysis
  - through fostering new Leaders within our school through a supportive succession plan
  - by strengthening our culture of learning and belief in ourselves as educators

At 502 we believe that regardless of age, gender or circumstance, every child can learn. Through our words and actions, we can make a difference to a child's confidence, growth and happiness.

2. Recognise diversity

- through greater data analysis to determine accurate 'point of need' teaching
- through an engaging, differentiated curriculum (Deep Learning) building opportunities for student choice and feedback
- by supporting the wellbeing needs of students and their families
- by strengthening positive inclusion practices

3. Develop happy and engaged learners

- through increased authentic opportunities for student voice, agency and leadership
- through the building of partnerships  
(teacher to student, teacher to teacher, school and parents, school and community)

4. Maintain a safe and collaborative learning environment

- through further development and extension of our SWPB program and Resilience Project
- through continued development of 502 PRIDE

Over the next four years we will strive to create happy, active learners who value school and respect each other. We will inspire and challenge everyone to be the best they can be, whilst giving everyone opportunities to grow, to learn and to experience.

Importantly, we will strive to support our school community by building resilience, positive mental health and emotional regulation, helping us all to embrace the challenges of the ever-changing and uncertain world we now live in.

# School Strategic Plan - 2020-2024

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<b>Goal 1</b>	Maximise the learning growth of every student in literacy and numeracy.
<b>Target 1.1</b>	<p>By 2024:</p> <ul style="list-style-type: none"><li>• Increase the percentage of students achieving at and above benchmark growth in NAPLAN reading from 73 per cent to 80 per cent and numeracy from 71 per cent to 78 per cent</li><li>• Decrease the percentage of students making low benchmark growth in NAPLAN reading from 27 per cent to 19 per cent, writing 15 per cent to 10 per cent and numeracy from 29 per cent to 21 per cent</li><li>• Increase the percentage of Year 3 students in the top two bands of NAPLAN reading from 47 per cent to 55 per cent and numeracy from 31 per cent to 45 per cent</li><li>• Increase the percentage of Year 5 students in the top two bands of NAPLAN reading from 18 per cent to 25 per cent, writing from 16 per cent to 24 per cent and numeracy from 19 per cent to 26 per cent.</li></ul>
<b>Target 1.2</b>	<p>By 2024, increase the positive responses on the School Staff Survey (SSS) for:</p> <ul style="list-style-type: none"><li>• Academic emphasis from 52 per cent to 80 per cent</li><li>• Collective efficacy from 63 per cent to 80 per cent</li><li>• Teacher collaboration from 76 per cent to 85 per cent</li><li>• Seek feedback to improve practice from 56 per cent to 80 per cent.</li></ul>
<b>Target 1.3</b>	<p>By 2024, improve the positive endorsement on the Attitude To School Survey (AToSS) for the following factors:</p>

	<ul style="list-style-type: none"> <li>• Differentiated learning challenge from 88 per cent to 94 per cent</li> <li>• Effective teaching time from 85 per cent to 91 per cent.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Build teacher collective efficacy to utilize data and a range of assessment strategies to inform planning for point of need teaching.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build teacher capacity through embedding the work of the PLC and COP models.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Establish a collaborative planning process that includes students to produce a school-wide, sequential curriculum.
<b>Goal 2</b>	Strengthen student motivation and engagement as partners in their learning.
<b>Target 2.1</b>	By 2024, decrease the percentage of equity funded students absent 20 or more days from 33 per cent to 25 per cent.
<b>Target 2.2</b>	By 2024, improve the positive endorsement on the AToSS for the following factors: <ul style="list-style-type: none"> <li>• Stimulated learning from 78 per cent to 85 per cent</li> <li>• Student voice and agency from 67 per cent to 80 per cent</li> <li>• School connectedness from 77 per cent to 85 per cent.</li> </ul>
<b>Target 2.3</b>	By 2024, improve the positive endorsement on the SSS for the following factors:

	<ul style="list-style-type: none"> <li>• Parent and community involvement from 71 per cent to 80 per cent</li> <li>• Promote student ownership of learning from 67 per cent to 80 per cent</li> <li>• Use student feedback to improve practice from 56 per cent to 80 per cent.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Strengthen the capacity of staff to co-design learning environments that embed authentic student voice and agency.
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Build the capacity of teaching teams to establish processes for engaging students in reviewing teaching practices, to ensure all students are appropriately challenged and extended.
<b>Key Improvement Strategy 2.c</b> Parents and carers as partners	Strengthen parent / carer engagement to build understanding of learning expectations and regular monitoring of student progress.
<b>Goal 3</b>	Strengthen the health and wellbeing outcomes for every student.
<b>Target 3.1</b>	By 2024, improve the positive endorsement on the AToSS for the following factors: <ul style="list-style-type: none"> <li>• Sense of confidence from 75 per cent to 85 per cent</li> <li>• Managing bullying from 75 per cent to 85 per cent</li> <li>• Resilience from 78 per cent to 85 per cent.</li> </ul>
<b>Target 3.2</b>	By 2024, improve the positive endorsement on the Parent Opinion Survey for the following factors: <ul style="list-style-type: none"> <li>• Managing bullying from 83 per cent to 90 per cent</li> <li>• Not experiencing bullying from 70 per cent to 78 per cent.</li> </ul>

<b>Target 3.3</b>	<p>By 2024, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Support growth and learning of whole student from 78 per cent to 85 per cent</li> <li>• Trust in students and parents from 62 per cent to 70 per cent.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Further develop staff capacity to design and implement an inclusive, safe, caring and stimulating learning environment.
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Further develop staff capacity to strengthen student resilience, constructive relationships, risk-taking in learning and positive student behaviour.
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	Strengthen opportunities to build positive home-school and community relationships.