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School Review Findings & Springside Primary School's Strategic Plan

What do we stand for and what do we intend to do over then next four years?

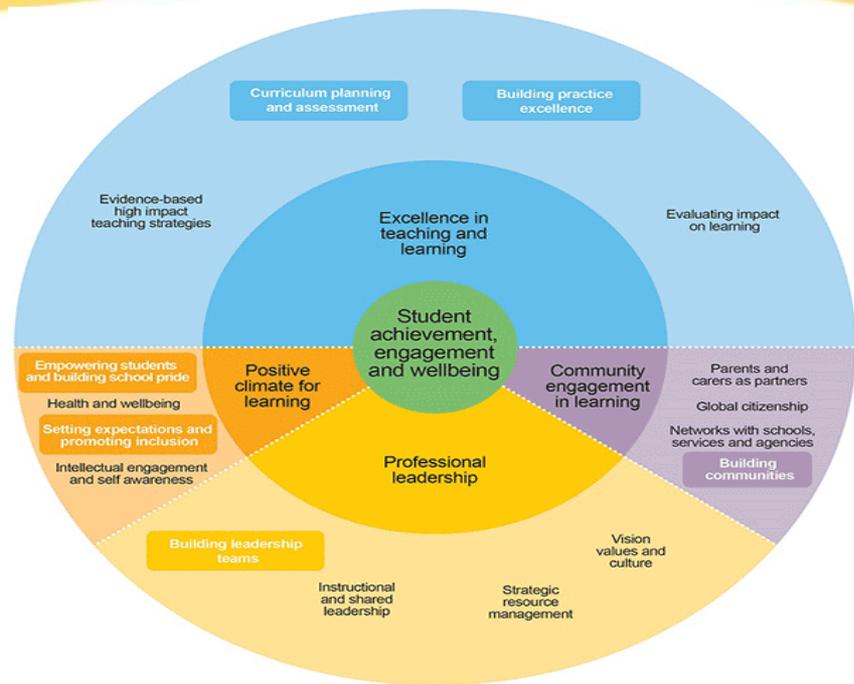


Fig: FISO Improvement Cycle



Respect

Optimism

Responsibility

Excellence



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Acknowledgement of Country

We would like to start by acknowledging the traditional owners of the land on which we meet today, the Wurundjeri people, and pay our respects to their elders past, present and emerging.



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SUMMARY OF KEY REVIEW FINDINGS

Performance against the School Strategic Plan [SSP] goals and targets

SSP Goal 1:

The 2017-20 School Strategic Plan for Springside Primary School set a goal to improve the learning growth for every student in all curriculum areas. The Panel found that the school partially met this goal, with two of the nine targets achieved and five partially achieved, and two were not met.

SSP Goal 2:

The second goal was to engender sustained student ownership of their learning with four targets related to increasing student engagement and attendance. The Panel found the school partially met this goal, with one target achieved and two targets partially achieved.

SSP Goal 3:

The third goal was to optimise positive wellbeing for all students with three targets related to increasing student safety. The Panel found the school partially met this goal, with one target achieved and one partially achieved



Validating the findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1:

To what extent do staff believe they have sufficient knowledge and skills to implement the school's agreed instructional practices?

The Panel found that a shared understanding of the key aspects of the school's documented teaching and learning practice was developing. All teachers were committed to providing high quality instruction to their students although consistency and fidelity were impacted by the varied knowledge and skill base amongst staff. The Panel agreed that whole-school adult learning and coaching would support staff to gain clarity, capability and consistency across the school.





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Validating the findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 2:

To what extent is data collected, utilised and monitored to differentiate learning at each student's point of need and monitor their learning growth?

The Panel found that the school had documented an assessment schedule ensuring the triangulation of data and that teachers undertook these assessments as required. Changes in assessment administration and data analysis had impacted the school's ability to track student progress over time. The use of formative assessment to regularly check in learning progress was developing although not yet consistent.





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Validating the findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 3:

To what extent do the school's collaborative decision-making processes support high quality instructional practice?

The Panel found that the school's collaborative decision-making processes were supporting the development of greater collective responsibility and accountability for whole-school improvement. Further work was intended to build a robust culture that would support professional challenge to sustain change. Successful practice improvement was also dependent on building a shared understanding of the high impact instructional practices that would empower adults and students as learners. Documentation of an instructional model, curriculum essential standards and planning templates provided staff with some clarity as to the expectations for professional practice.





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SUMMARY OF KEY DIRECTIONS FOR THE NEXT SCHOOL STRATEGIC PLAN

The school Review Panel recommends the following key directions for the next School Strategic Plan:

- Learning achievement and growth for all students
- Guaranteed and viable curriculum
- Assessment for learning
- High impact teaching strategies
- Effective use of the agreed instructional model
- Adult learning using observation, feedback and coaching
- Students as active and empowered learners



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PROPOSED GOALS, TARGETS AND KEY IMPROVEMENT STRATEGIES [KIS] FOR NEXT SSP

Goal 1: Improve student learning achievement and growth in literacy and numeracy

Rationale

The percentage of students achieving high benchmark growth in 2019 NAPLAN reading, writing and numeracy was lower than expected. Classroom observations during fieldwork showed that the use of agreed teaching frameworks and evidence-based practice was inconsistent across the school. Observations and discussions during fieldwork for the review demonstrated inconsistent PLC practices and the need for increased data literacy to effectively differentiate instruction and monitor learning growth. The Panel agreed that a focus on developing excellence in teaching and learning be a key direction in the next school strategic plan.

Targets

1.1 By 2024, improve the percentage of students achieving in the top two bands of NAPLAN in:

Year 3:

- reading from 46% [2019] to 57%
- writing from 43% [2019] to 54%
- numeracy from 29% [2019] to 40%

Year 5:

- reading from 24% [2019] to 35%
- writing from 12% [2019] to 23%
- numeracy from 19% [2019] to 30%

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Goal 1: Improve student learning achievement and growth in literacy and numeracy (continued)

1.2 By 2024, the percentage of Year 5 students achieving:
increased NAPLAN high benchmark growth:

- reading from 18% [2019] to 24%
- writing from 21% [2019] to 25%
- numeracy from 13% [2019] to 23%

decreased NAPLAN low benchmark growth:

- reading from 30% [2019] to 20%
- writing from 27% [2019] to 20% no spacing
- numeracy from 23% [2019] to 20%

1.3 By 2024, increase the percentage of students assessed as making above expected growth using teacher judgement against the Victorian Curriculum for:

- reading and viewing from 24% [2019] to 35%
- writing from 11% [2019] to 20%
- number and algebra from 14% [2019] to 25%

1.4 By 2024 increase the percentage positive endorsement on the School Staff Survey for:

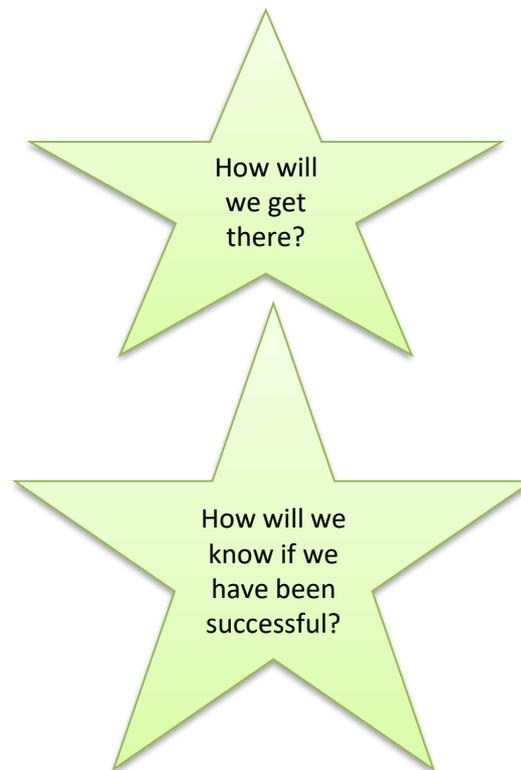
- guaranteed and viable curriculum from 39% [2019] to 70%
- teacher collaboration from 36% [2019] to 70%
- understand formative assessment from 50% [2019] to 70%



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Goal 1: Improve student learning achievement and growth in literacy and numeracy

Key Improvement Strategies [KIS]	FISO dimension
1a. Define the purpose and processes of the SIT team to implement the school's strategic goals and priorities within a shared and distributed leadership framework.	Instructional and shared leadership
1b. Develop and embed a whole-school approach to Professional Learning Communities	Building practice excellence
1c. Embed a guaranteed and viable curriculum including a literacy and numeracy assessment schedule	Curriculum planning and assessment
1d. Build staff capacity to utilise the high impact teaching strategies to support effective teaching and learning practice	Evidence-based high impact teaching strategies





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Goal 2

Goal 2: Improve student engagement

Rationale

AtoSS data showed percentage positive responses for student engagement factors to be in the second or third quartile when compared to all primary schools. Classroom observations indicated students had few opportunities to exercise agency in learning. When considered in conjunction with the less than expected learning growth in literacy, the Panel agreed that developing students as active and empowered learners be a key direction for the next strategic plan.

Targets

2.1 By 2024 the percentage positive responses on the Attitude to School Survey will increase for:

- sense of confidence from 81% [2019] to 90%
- stimulated learning from 84% [2019] to 90%
- motivation and interest from 86% [2019] to 90%

2.2 By 2024 the percentage positive endorsement on the School Staff Survey will increase for:

- use high impact teaching strategies from 50% [2019] to 70%
- use student feedback to improve practice from 38% [2019] to 70%
- plan differentiated learning activities from 38% [2019] to 70%

2.3 By 2024 the percentage positive responses on the Parent Opinion Survey will increase for:

- effective teaching from 74% [2019] to 85%
- student voice and agency from 69% [2019] to 85%
- stimulating learning environment from 72% [2019] to 85%



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Goal 2: Improve student engagement

Key Improvement Strategies [KIS]	FISO dimension
2a. Develop and embed a whole-school approach to position students as active and empowered learners	Empowering students and building school pride



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Goal 3

Goal 3: Improve student connectedness

Rationale

Survey responses from students and parents for school connectedness were in the second quartile when compared to results for all primary schools. Improving attendance and home-school partnership was identified as a priority by the school and the Department as a measured response to the issues faced by families during 2020 pandemic restrictions. The Panel agreed that strengthening social emotional learning and connectedness be a key direction in the next strategic plan.

Targets

3.1 By 2024 the percentage positive responses on the Attitude to School Survey will increase for:

- sense of connectedness from 86% [2019] to 90%
- resilience from 83% [2019] to 90%
- effective classroom behaviour from 85% [2019] to 90%
- managing bullying from 86% [2019] to 90%

3.2 By 2024 the percentage positive responses on the Parent Opinion Survey will increase for:

- student connectedness from 85% [2019] to 90%
- confidence and resiliency skills from 74% [2019] to 85%
- managing bullying from 70% [2019] to 85%
- student motivation and support from 72% [2019] to 85%

3.3 By 2024 improve attendance:

- decrease the average number of days absent from 16.0 days [2019] to 13.5 days
- increase the percentage of students with less than 19.5 days absence from 72% [2019] to 85%



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Goal 3: Improve student connectedness

Key Improvement Strategies [KIS]	FISO dimension
3a. Build the processes and practices to embed SWPBS with a continued focus on incorporating and monitoring key SEL approaches.	Health and wellbeing
3b. Develop systems and processes to monitor attendance and behaviour, making connections to academic progress, student engagement and wellbeing.	Health and wellbeing



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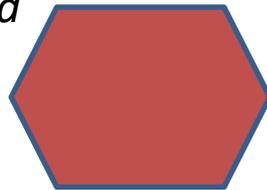
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1. For each KIS, on TEAMS please brainstorm what wellbeing, curriculum, instruction and assessment practices, behaviours, beliefs, resources we need to 'Keep' & 'Add'



2. For each KIS, on TEAMS please co-construct your Success Criteria



3. Identify any key risks and mitigation strategies on TEAMS



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Thank-you so much for your contribution and continued commitment to our school,

Gab, Chris and Kate