

# School Strategic Plan 2020-2023

Strathmore North Primary School (4821)



**Strathmore North**  
**Primary School**

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# School Strategic Plan - 2020-2023

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<b>School vision</b>	<p>At Strathmore North Primary School, our vision is that every child is empowered to learn, achieve and be equipped with the knowledge, skills and personal qualities to positively shape the world around them.</p> <p>Our objective is to provide an inclusive, caring and rigorous learning environment that engages our students and challenges them to grow academically, socially, emotionally, physically and creatively to their full potential. We prioritise high expectations and authentic relationships which enable learning curiosity and challenge to flourish, increase our students' confidence and energise their commitment to learning.</p> <p>Our philosophy is underpinned by the belief that all students can learn and that our strategic actions as a school can make a difference. We believe that a strategic focus on our priorities is what makes this difference in achieving positive outcomes for all students.</p>
<b>School values</b>	<p>Strathmore North Primary School Values are:</p> <ul style="list-style-type: none"><li>• Caring: Showing compassion and support for each other 'Without a sense of caring there can be no sense of community.'</li><li>• Friendliness: Being there for each other, learning and having fun together, being inclusive and kind too all. 'Winning friends starts with friendliness.'</li><li>• Honesty: To be truthful, sincere and fair in our interactions with others 'If you want to be trusted be honest.'</li><li>• Independence: Thinking and acting for ourselves – making independent decisions where we can and seeking help when needed. 'Believe in yourself that you can do it.'</li><li>• Personal Best: An achievement that is the best you can do; better than anything you have done before. 'Personal Best leads you to success.'</li><li>• Respect: Considering and valuing everyone, resources and our school community. 'Treat others as you want to be treated.'</li><li>• Responsibility: Being responsible for our learning, our school community, our peers and our resources. 'Everything you do is based on the choices you make.'</li><li>• Team Spirit: Working together as a team to achieve goals. 'Together Everyone Achieves More!'</li></ul>
<b>Context challenges</b>	<p>Strathmore North Primary School offers outstanding teaching and learning programs in a secure and stimulating environment. Our school motto is about students, parents and staff "Learning and Growing Together". At Strathmore North we pride ourselves on our strong community spirit,</p>

	<p>authentic relationships, academic success and supportive student wellbeing and engagement programs. Our school has a dedicated and supportive School Council and we share a strong relationship with our broader school community. Our school is committed to a strong educational focus in partnership with the students and families. The staff, along with supportive families, work hard to continually improve our school. Strathmore North encourages all students to be responsible and independent, while striving to achieve their personal best and participate confidently in their own learning whilst also working cooperatively with others. The school aims to provide a range of learning experiences to support these values.</p> <p>Our school was established in 1961 in an area along the Moonee Ponds Creek. It is in the South Western Region of the Department of Education. It is 10km from the CBD, in a well-established residential area which is rich in sporting and service clubs. Our school takes enrolments from Strathmore, Strathmore Heights, Pascoe Vale and Oak Park. There continues to be a significant demand for enrolment due to the good standing we hold in the local community and the pride held for our school by students, staff and families. Over the past four years we have grown by approximately 100 students and the number of students with an English as an Additional Language (EAL) background has grown substantially. The vast majority of our Foundation students have attended preschool and most of our Year 6 students enrol at Strathmore Secondary College. Strathmore North implements the Victorian Curriculum Prep to Year 6. An exciting curriculum is enhanced by our Bring Your Own Device program for iPads in Years 3-6. The school places a strong emphasis on both English and Maths which contributes significantly towards improved student learning outcomes. Specialist programs offered include Science, Physical Education, Japanese, and The Arts. The school also has a well-established Student Welfare Program that caters for all students including those with additional needs and abilities. Throughout the year the staff at Strathmore North work closely as Professional Learning Communities; analysing our teaching, assessing and monitoring student progress and planning at the point of need for all children. We are committed to the development of our teachers, with professional development programs offered in curriculum and leadership. We select new staff carefully and recruit for culture, in particular student focused staff that are optimistic, reflective and collaborative.</p> <p>Over the next strategic planning period we have identified a key challenge to be continued enrolment pressure from our irregular school zone and our growing EAL population at Strathmore North. While we strive to continue to improve our student achievement results, we recognise that a key challenge will be maintaining our existing exceptional results in the changing dynamic of the school, whilst continuing to strive for high growth for all students in their learning.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our school strives to achieve our vision by continuing to improve student learning outcomes, and supporting our learners to develop strong values and contribute positively to our school and community. Throughout the period of the strategic plan, we will be prioritising to continue our strong student achievement in English and Maths, by developing our teachers' precision in pedagogy. We plan to keep a focus of staff professional learning and development on the teaching of Writing, then onto the pedagogy of Maths and then Reading. We will also develop staff understanding of the cross curriculum capabilities and will empower Student Voice and Agency within the curriculum. Further to this we will be continually striving to support and enhance parent engagement in our students' learning.</p>

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<b>Goal 1</b>	<b>Improve English and Mathematics outcomes for all students.</b>
<b>Target 1.1</b>	Teacher Judgements will indicate 12 months growth (1.0) or greater annually in Reading, Writing and Number.
<b>Target 1.2</b>	Increase the percentage of students assessed above expected level in Teacher Judgements in: <ul style="list-style-type: none"><li>• Reading from 57% to 62%</li><li>• Writing from 48% to 53%</li><li>• Number from 42% to 47%</li></ul>
<b>Target 1.3</b>	Increase the percentage of students achieving in the top two NAPLAN bands for Year 5: <ul style="list-style-type: none"><li>• Reading from 65% to 69%</li><li>• Writing from 33% to 37%</li><li>• Numeracy from 55% to 59%</li></ul>
<b>Target 1.4</b>	Increase the percentage of Year 5 students assessed with 'Above Benchmark Growth' in the NAPLAN Benchmark growth measure from the 2019 threshold in: <ul style="list-style-type: none"><li>• Reading from 43% to 47%</li><li>• Writing from 27% to 31%</li><li>• Numeracy from 41% to 45%</li></ul>

<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Build all teachers' knowledge of precision in pedagogical practices for English and Mathematics.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Review and develop curriculum maps for English and Mathematics.
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Embed the high performing Professional Learning Communities approach with individual and collective accountability for improving student-learning outcomes.
<b>Key Improvement Strategy 1.d</b> Evidence-based high-impact teaching strategies	Refine and improve teachers' capability in data literacy to implement consistent formal and informal assessment practices to determine students' point of need and plan effective differentiated programs to challenge all students.
<b>Key Improvement Strategy 1.e</b> Parents and carers as partners	Develop a strategy to build parent engagement in student learning and effective home/school partnerships.
<b>Goal 2</b>	<b>To improve student voice and agency in learning.</b>
<b>Target 2.1</b>	Increase the percentage of positive responses in the Student Attitudes to School Survey: <ul style="list-style-type: none"> <li>• Student Voice and Agency factor from 92% (2019) to 96%</li> </ul>
<b>Target 2.2</b>	Increase the percentage of positive responses in the Parent Opinion Survey: <ul style="list-style-type: none"> <li>• Student Agency and Voice factor from 83% (2018) to 87%</li> </ul>
<b>Target 2.3</b>	Increase the Staff Opinion Survey: whole school component mean scores in the teaching and learning modules in: <ul style="list-style-type: none"> <li>• Use student feedback to improve practice (evaluation) from 79% (2018) to 83%</li> </ul>

	<ul style="list-style-type: none"> <li>• Seek feedback to improve practice (practice improvement) from 83% (2018) to 87%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	Build a shared understanding of student voice and agency in learning.
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Embed opportunities for students to direct and take responsibility for their learning.
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Build high quality teacher instruction through effective application of the High Impact Teaching Strategies (HITS) – goal setting, questioning, feedback, collaborative learning and differentiated teaching.
<b>Key Improvement Strategy 2.d</b> Empowering students and building school pride	Embed a culture of feedback and reflection for continual improvement.
<b>Goal 3</b>	Improve students’ intellectual engagement and self-awareness.
<b>Target 3.1</b>	Increase the percentage of positive responses in the Student Attitudes to School Survey: <ul style="list-style-type: none"> <li>• Stimulating Learning factor from 93% (2019) to 95%</li> <li>• Resilience factor from 92% (2019) to 95%</li> </ul>
<b>Target 3.2</b>	Increase the whole school percentage of positive endorsement in the Staff Opinion Survey, Teaching and Learning module in: <ul style="list-style-type: none"> <li>• Support growth and learning of whole child from 86% (2018) to 90%</li> <li>• Focused learning on real life problems from 79% (2018) to 82%</li> </ul>

<b>Target 3.3</b>	<p>Increase the percentage of positive responses in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Confidence and Resiliency Skills from 84% (2018) to 88%</li> <li>• Stimulating Learning Environment factor from 86% (2018) to 90%</li> </ul>
<b>Target 3.4</b>	<p>Increase the percentage of students assessed above the expected level in Teacher Judgements in the Personal and Social Capabilities from 27% (2018) to 32%.</p>
<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	<p>Build teacher capacity to understand, integrate and embed the Victorian Curriculum capabilities.</p>
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	<p>Develop high quality, innovative and engaging learning strategies and content that embed the capabilities in Science, Technologies, Health and Physical Education, Humanities, Languages and the Arts.</p>
<b>Key Improvement Strategy 3.c</b> Health and wellbeing	<p>Embed a cohesive and consistent approach to building students' social and emotional health.</p>