

# School Strategic Plan 2024-2028

Tyers Primary School (2182)



Submitted for review by Karen Lanyon (School Principal) on 19 November, 2024 at 12:14 PM

Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 19 November, 2024 at 03:01 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2024-2028

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<b>School vision</b>	<p><b>Vision</b> Tyers Primary School is a community focused school that strives for excellence. Our aim is to empower students to acquire, demonstrate, articulate and value the self-motivation, skills and knowledge that will support them, as life-long learners, to participate in and contribute to live a fulfilling life as a productive member of the global society.</p> <p><b>Mission</b> Is to enable all learners' access to learning through the provision of;</p> <ul style="list-style-type: none"><li>• differentiated, in-depth and cohesive learning programs aligned to year level content and achievement standards informed by the Victorian curriculum.</li><li>• highly effective teachers and school leadership, focussed on improving student outcomes, through their commitment to ongoing professional development, quality teaching, evidence based practices, coaching and mentoring and collaboration.</li><li>• a quality inclusive learning environment that is responsive to student voice.</li><li>• enriching, engaging resources.</li><li>• opportunities for community and parents to openly participate in learning and decision making partnerships.</li></ul>
<b>School values</b>	<p><b>Values</b></p> <ul style="list-style-type: none"><li>• Respect – Service to all regardless of creed, ethnic or social background, health, gender or political opinions.</li><li>• Compassion – Welcoming and serving all with understanding and without judgement.</li><li>• Integrity – promoting, maintaining and adhering to our mission, vision and values.</li><li>• Empathy – Establishing relationships based on respect, trust, friendship and perception.</li><li>• Advocacy – Working to create a better society by supporting those at need and challenging the causes of human injustice.</li><li>• Courage – Encouraging physical, emotional and intellectual growth, welcoming innovation and giving hope for the future.</li></ul>

<b>Context challenges</b>	<p>The review identified that the school has a whole-school model for teaching Literacy and Numeracy with a focus on explicit direct instruction. It found that appropriate pacing and responsiveness to ensure learning challenge for all students, within the elements of the model, remained an area for improvement across the school. Teachers had strategies to regularly check for students' understanding through their observations and questioning during lessons, however responsiveness in the use of the information gathered during these activities required further development. The panel also found that structures for students to receive specific feedback, to discuss and reflect on their learning, and to set improvement-focused learning goals were not yet developed.</p> <p>The school has a calm, safe and respectful learning environment across all classrooms and in the schoolyard. Tiered adjustments, particularly in the provision of additional assistance, had been provided to support students who required these. The panel agreed that building consistency, fidelity and shared accountability in the implementation of the agreed learning and wellbeing practices remained an area of focus for the school.</p>
<b>Intent, rationale and focus</b>	<p>The panel agreed the school had a number of strategies in place to support students' learning and achievement, including its implementation of agreed instructional approaches. The panel suggested the school could strengthen its practices in teaching and learning through a focus on building all teachers' capability in high impact teaching strategies and in collecting and responding to formative assessment data to inform teaching practices.</p> <p>The panel recognised the need to strengthen a culture of high expectations in relation to student work and provision of timely feedback to students.</p> <p>The panel agreed that the school had a range of strategies, programs and approaches in place to support students' wellbeing and engagement. The panel recommended that the school could further strengthen its wellbeing practices by developing its approaches to student agency in learning and to working with parents as partners in their children's learning.</p>

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<b>Goal 1</b>	Improve students' learning growth and achievement in literacy and numeracy.
<b>Target 1.1</b>	<p>By 2028, improve the percentage of Year 5 students achieving the Strong and Exceeding NAPLAN proficiency levels in:</p> <ul style="list-style-type: none"><li>• Reading from a 2-year average of XX% (2023/2024) to XX%</li><li>• Writing from a 2-year average of XX% (2023/2024) to XX%</li><li>• Numeracy from a 2-year average of XX% (2023/2024) to XX%</li></ul> <p><i>* Targets to be finalised in negotiation with SEIL once data available.</i></p>
<b>Target 1.2</b>	<p>By 2028, increase the percentage of students making high (normal/high) benchmark growth in:</p> <ul style="list-style-type: none"><li>• Reading from XX% (2025) to XX%</li><li>• Writing from XX% (2025) to XX%</li><li>• Numeracy XX% (2025) to XX%.</li></ul> <p><i>* Targets to be finalised in negotiation with SEIL once data available.</i></p>
<b>Target 1.3</b>	<p>By 2028, improve or maintain the average percentage of students in Years 1 to 6 making the expected or above-expected learning growth, against the Victorian Curriculum, according to teacher judgements, in a 12-month period, as shown:</p> <ul style="list-style-type: none"><li>• Reading and viewing from 75% (S2, 2022 – S2, 2023) to 85%</li><li>• Writing maintained at 85% (S2, 2022 – S2, 2023)</li></ul>

	<ul style="list-style-type: none"> <li>• Number from 62% (S2, 2022 – S2, 2023), to 80%.</li> </ul>
<b>Target 1.4</b>	<p>By 2028, increase the levels of positive endorsement to the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 70% in 2023, to 85%</li> <li>• Effective teaching time from 81% in 2023, to 85%.</li> </ul>
<b>Target 1.5</b>	<p>By 2028, increase the levels of positive endorsement to the following School Staff Survey factors:</p> <p>Professional learning module</p> <ul style="list-style-type: none"> <li>• Feedback from 51% in 2023 to 70%</li> <li>• Active participation from 59% in 2023 to 75%.</li> </ul>
<b>Target 1.6</b>	<p>By 2028, increase the levels of positive endorsement to the Parent Opinion Survey – Effective teaching factor, from 78% in 2023 to 85%.</p>
<b>Key Improvement Strategy 1.a</b> 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	Strengthen a culture of high expectations, shared accountability and feedback for continuous improvement.
<b>Key Improvement Strategy 1.b</b>	Build teachers' capacity to collect and use formative assessment.

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop teachers' capabilities to respond to students' learning needs through data-informed planning and high impact strategies.
<b>Goal 2</b>	Improve students' engagement and resilience.
<b>Target 2.1</b>	By 2028, improve the level of positive endorsement to the Attitudes to School Survey for the following factors: <ul style="list-style-type: none"> <li>• Emotional self-awareness and regulation, <i>maintain</i> at 76% (2023)</li> <li>• Student voice and agency <i>increase</i> from 65% in 2023 to 80%</li> <li>• Low resilience <i>decrease</i> from 45% in 2023 to 30%.</li> </ul>
<b>Target 2.2</b>	By 2028, increase the level of positive endorsement to the Parent Opinion Survey - Teacher communication factor from 65% in 2023, to 80%.
<b>Target 2.3</b>	By 2028, increase the level of positive endorsement to the Parent Opinion Survey - Parent community engagement factor from 76% in 2023, to 85%
<b>Target 2.4</b>	By 2028, maintain the average number of absence days per student at 20 days (2023).

<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Engage parents as partners in their children's learning and wellbeing.
<b>Key Improvement Strategy 2.b</b> 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	Build and embed whole school feedback, goal-setting and reflection processes to support student agency.
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen and embed multi-tiered systems of support to respond to students' individual learning and wellbeing needs.
<b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Key Improvement Strategy 2.d</b>	Build staff capacity to differentiate learning within the school's instructional approach
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