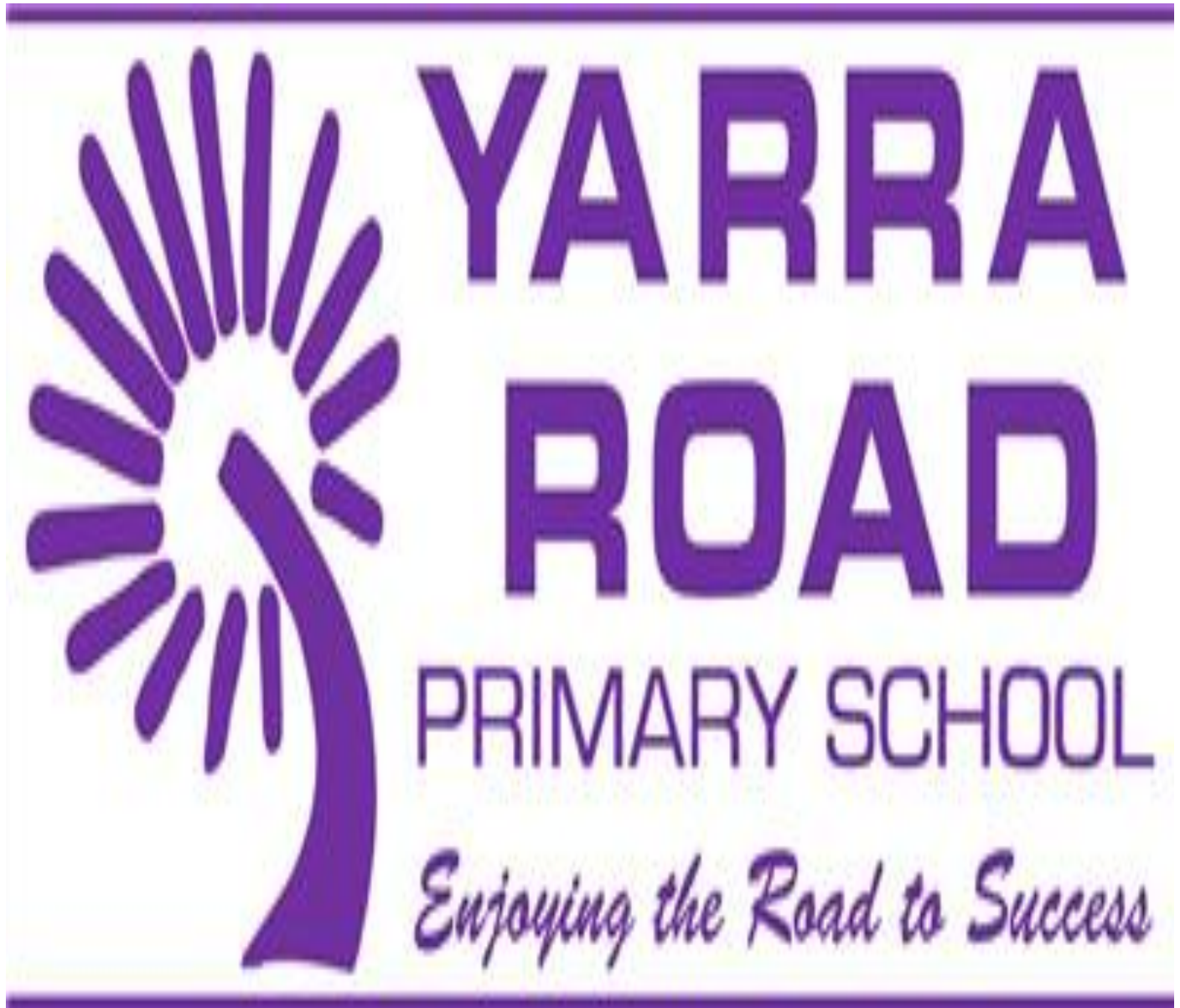


# School Strategic Plan 2021-2025

Yarra Road Primary School (4219)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# School Strategic Plan - 2021-2025

Yarra Road Primary School (4219)

<b>School vision</b>	
<b>School values</b>	
<b>Context challenges</b>	
<b>Intent, rationale and focus</b>	



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Yarra Road Primary School (4219)

<b>Goal 1</b>	To optimise learning growth for every student in Numeracy and Literacy.
<b>Target 1.1</b>	<p>By 2025 the percentage of Year 5 students assessed above benchmark in:</p> <ul style="list-style-type: none"><li>• Reading currently at 22.5% using a four-year moving average to be at 28.8% or above</li><li>• Writing currently at 24% using a four-year moving average to be at 27.6% or above</li><li>• Numeracy currently at 12.5% using a four-year moving average to be at 14% or above.</li></ul> <p>The percentage of Year 5 students assessed below benchmark in:</p> <ul style="list-style-type: none"><li>• Reading currently at 25.7% using a four-year moving average to be at 22.25% or lower</li><li>• Writing currently at 26.5% using a four-year moving average to be at 23.8% or lower</li><li>• Numeracy currently at 31% using a four-year moving average to be at 27.9% or lower.</li></ul>
<b>Target 1.2</b>	<p>By 2025 the percentage of Year 3 students assessed in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"><li>• Reading currently at 66.7% using a four-year moving average to be at 75% or above.</li><li>• Writing currently at 56.7% using a four-year moving average to be at 64% or above.</li><li>• Numeracy currently at 45% using a four-year moving average to be at 50% or above.</li></ul> <p>The percentage of Year 3 students assessed in the bottom two bands in NAPLAN for:</p> <ul style="list-style-type: none"><li>• Reading currently at 9% using a four-year moving average to be at 8.1% or lower</li><li>• Writing currently at 4.7% using a four-year moving average to be at 4.2% or lower</li><li>• Numeracy currently at 2.5% using a four-year moving average to be at 0.25% or lower.</li></ul>

	<p>The percentage of Year 5 students assessed in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Reading currently at 42% using a four-year moving average to be at 48% or above</li> <li>• Writing currently at 23% using a four-year moving average to be at 26.4% or above</li> <li>• Numeracy currently at 30.7% using a four-year moving average to be at 35% or above.</li> </ul> <p>The percentage of Year 5 students assessed in the bottom two bands in NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Reading currently at 13% using a four-year moving average to be at 12% or lower</li> <li>• Writing currently at 12.2% using a four-year moving average to be at 11% or lower</li> <li>• Numeracy currently at 13% using a four-year moving average to be at 11.7% or lower.</li> </ul>
<p><b>Target 1.3</b></p>	<p>By 2025 the percentage of Prep–Year 6 students assessed above the expected level using Teacher Judgement in:</p> <ul style="list-style-type: none"> <li>• Reading currently at 33.5% using a four-year moving average to be at 36.8% or above</li> <li>• Writing currently at 20% using a four-year moving average to be at 22% or above</li> <li>• Number and Algebra currently at 27% using a four-year moving average to be at 29.7% or above.</li> </ul> <p>The percentage of Prep–Year 6 students assessed below the expected level using Teacher Judgement in:</p> <ul style="list-style-type: none"> <li>• Reading currently at 9% using a four-year moving average to be at 8.1% or lower</li> <li>• Writing currently at 9% using a four-year moving average to be at 8.1% or lower</li> <li>• Number and Algebra currently at 6.2% using a four-year moving average to be at 5.5% or lower.</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning</p>	<p>Build the capability of staff to collaborate and analyse evidence to ensure differentiation in learning.</p>

growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's PLC approach for collaborative inquiry into utilising data to plan for teaching; the modelling of effective practice; and the use of peer observation and feedback.
<b>Key Improvement Strategy 1.c</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	Develop leadership capacity for middle level leaders to foster a whole school approach to planning, teaching and evaluation in literacy and numeracy.
<b>Goal 2</b>	To empower students to be engaged and agents in their own learning.
<b>Target 2.1</b>	By 2025: <ul style="list-style-type: none"> <li>• The percentage of positive endorsement by students in the AToSS—Social engagement domain: Student voice and agency factor, currently at 85.7% using a four-year moving average to be 94% or above.</li> <li>• The percentage of positive endorsement by students in the AToSS—Learner characteristics and disposition domain: Self-regulation and goal setting factor, currently at 95% using a four-year moving average to be 97% or above.</li> </ul>
<b>Target 2.2</b>	By 2025, the percentage of positive endorsement by staff in the SSS—Teaching and learning practice module: seek feedback to improve practice factor, currently at 78.7% using a four-year moving average to be 86% or above.

<b>Target 2.3</b>	By 2025, the percentage of positive endorsement by parents in the POS—Student development module: Student voice factor, currently at 79% using a two-year moving average to be 81% or above.
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and integrate a shared understanding of student voice and 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	Build student skills as empowered learners able to contribute to and take ownership of their learning.
<b>Key Improvement Strategy 2.c</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	Enhance student leadership skills that give students a voice to influence decision making and to advocate for others.
<b>Goal 3</b>	To strengthen students physical and mental health and wellbeing.
<b>Target 3.1</b>	<p>By 2025:</p> <ul style="list-style-type: none"> <li>• The percentage of positive endorsement by students in the AToSS—Not experiencing bullying module: Not experiencing bullying factor, currently at 87% using a four-year moving average to be 92% or above.</li> <li>• The percentage of positive endorsement by students in the AToSS—Learner characteristics module: Sense of confidence, currently at 88% using a four-year moving average to be 92% or above.</li> </ul>

<b>Target 3.2</b>	By 2025 the percentage of positive endorsement by staff in the SSS—Not experiencing bullying currently at 87% using a four-year moving average to be 92% or above.
<b>Target 3.3</b>	By 2025 the percentage of positive endorsement by parents in the POS—Safety module: Not experiencing bullying factor, currently at 82.5% using a two-year moving average to be 84% or above.
<b>Key Improvement Strategy 3.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and implement agreed and consistent practices and pedagogical processes across the school to build student wellbeing.
<b>Key Improvement Strategy 3.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 the leadership capacity of teachers who have area and curriculum responsibilities for wellbeing, and of student leaders.
<b>Key Improvement Strategy 3.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further develop the school's culture of partnership with parents/carers to enhance student learning, health and wellbeing outcomes.



