

# School Strategic Plan 2023-2027

Springhurst Primary School (1583)



Submitted for review by Wendy Walker (School Principal) on 31 October, 2023 at 12:59 PM

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Endorsed by Julia Barwick (School Council President) on 28 February, 2024 at 12:53 PM

# School Strategic Plan - 2023-2027

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<b>School vision</b>	Springhurst Primary School's vision is to empower students to reach their personal best.
<b>School values</b>	<p>The following values underpin the beliefs of the Springhurst Primary School community and provide the basis for our actions.</p> <p>Learning – acquiring academic, social and emotional knowledge and skills.</p> <p>Relationships – developing authentic relationships where mutual respect and support are promoted.</p> <p>Persistence – cultivating an ability to manage challenging situations as they arise.</p> <p>Respect – Build respect for self and others, our community and the environment.</p> <p>Teamwork – working co-operatively with others towards common goals</p> <p>We are safe, happy and learn.</p>
<b>Context challenges</b>	<p>Springhurst is a small town in the North East of Victoria situated 11 kilometres south of Rutherglen and 25 kilometres to both Wodonga and Wangaratta. The school was founded in 1878 and the school is the only remaining community institution in the town. The school is comprised of two classrooms and one multipurpose building. A general office and staff area is located in the main building. The grounds include a basketball court, gardens for student use, shaded playground area and an oval.</p> <p>Enrolments at the time of the review were 12 students. Over the past four years, enrolments have declined. In 2021–22 the Student Family Occupation (SFO) index was 0.5326 and the Student Family Occupation Education (SFOE) index was 0.4772. The staffing profile of Springhurst Primary School includes a principal and one full time teacher, one Education Support (ES) staff and a part time Business Manager.</p> <p>Springhurst primary school's curriculum is based on the Victorian Curriculum. Students are offered Australian Sign Language (AUSLAN) as a language. The school offers breakfast club for all students. The mobile area resource vans provide students with fortnightly lessons in art and library.</p>
<b>Intent, rationale and focus</b>	<p>To improve outcomes in literacy and numeracy through classroom observations, document analysis and forums with students and staff. The identified opportunities, listed below, informed the setting of this goal and its associated key improvement strategies</p> <ul style="list-style-type: none"> <li>• Review of current curriculum documentation</li> <li>• Review of the Instructional mode</li> <li>• Professional learning to implement an agreed instructional model</li> <li>• Professional learning in rich, open ended and differentiated learning tasks and high impact teaching strategies</li> <li>• Professional learning in providing and implementing student goal setting</li> <li>• Provide opportunities for classroom observations.</li> </ul> <p>We are prioritising the development and documentation of teaching and learning programmes based on the Victorian Curriculum. We</p>

	<p>will develop collaborative whole school systems and processes to drive whole school initiatives and build teacher capacity to implement high impact strategies in numeracy and literacy.</p> <p>To improve wellbeing and engagement outcomes for all students.</p> <p>Classroom observations, document analysis and forums with students and staff, identified opportunities, listed below, which informed the setting of this goal and its associated key improvement strategies.</p> <ul style="list-style-type: none"><li>• Review and revise current assessment schedule to include an assessment plan incorporating timing purpose and administration of assessment</li><li>• Develop strategies and schoolwide practises which support teachers to build student voice and agency</li><li>• Build teacher capacity to use data to differentiate learning for all students.</li></ul> <p>We are prioritising the development and documentation of a whole school assessment plan and will implement formalised processes and expectations for assessment. We will build teacher capacity to differentiate their pedagogy, lesson plans and assessment and develop teacher and students' capacity to enable students to monitor and evaluate their own learning.</p>
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<b>Goal 1</b>	To improve outcomes in literacy and numeracy.
<b>Target 1.1</b>	By 2027, increase the proportion of students making above expected growth as assessed by teacher judgements in: <ul style="list-style-type: none"><li>• Reading from 13 per cent in 2022 to 25 per cent</li><li>• Writing from 7 per cent in 2022 to 25 per cent</li></ul>
<b>Target 1.2</b>	Increase the proportion of students achieving Exceeding proficiency level in Year 5 NAPLAN Writing to 33% (four-year average) in 2027.  *use 2024 NAPLAN data to set benchmark and review target.
<b>Target 1.3</b>	Increase the proportion of students achieving Exceeding or Strong proficiency levels in Year 5 NAPLAN Numeracy to 66% (four-year average) in 2027.  *use 2024 NAPLAN data to set benchmark and review target.
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum	Develop and document teaching and learning programmes based on the Victorian Curriculum.

<p>and senior secondary pathways, incorporating extra-curricula programs</p>	
<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</p>	
<p><b>Key Improvement Strategy 1.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 1.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</p>	<p>Develop collaborative whole school systems and processes to drive whole school initiatives.</p>
<p><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</p>	<p>Build teacher capacity to implement high impact strategies in numeracy and literacy.</p>
<p><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</p>	

positive, safe and orderly learning environment	
<b>Goal 2</b>	Improve wellbeing in engagement outcomes for all students.
<b>Target 2.1</b>	.Increase the proportion of students achieving Exceeding proficiency level in Year 5 NAPLAN Writing to 33% (four year average) in 2027  *use 2024 NAPLAN data to set benchmark and review target
<b>Target 2.2</b>	By 2027, increase the proportion of positive responses on the School Staff Survey for the following factors: <ul style="list-style-type: none"> <li>• Academic emphasis from 55 per cent in 2022 to 75 per cent</li> <li>• Moderate assessment from 50 per cent in 2022 to 75 per cent</li> <li>• Professional learning through peer observation from 25 per cent in 2022 to 75 per cent.</li> </ul>
<b>Target 2.3</b>	Decrease the proportion of students with 10 or more days absent per year from 54% in 2022 to 25% in 2027.
<b>Key Improvement Strategy 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop and document a whole school assessment plan and implement formalised processes and expectations for assessment.
<b>Key Improvement Strategy 2.a</b>	

<p>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</p>	
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build teacher capacity to differentiate their pedagogy, lesson plans and assessment.</p>
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop teacher and students' capacity to enable students to monitor and evaluate their own learning</p>
<p><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</p>	