

# School Strategic Plan 2024-2028

Yarram Primary School (0693)



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# School Strategic Plan - 2024-2028

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<b>School vision</b>	Yarram Primary School's vision is to support individuals to achieve their full potential – academically, emotionally and physically.
<b>School values</b>	<p>At Yarram Primary School, we are STARS.</p> <p>Our values are:</p> <p>S - Strive (We set goals and work towards them. We embrace challenges. We keep trying when things get tough.)</p> <p>T - Together (We collaborate and connect with others in our school and community. We value diverse perspectives, embracing the strength of our differences. We support and encourage others to succeed.)</p> <p>A - Achieve (We set high standards for ourselves and our learning. We can all succeed. We take pride when we do well.)</p> <p>R - Respect (We use kind words and actions towards ourselves and others. We take care of our environment and property. We follow expectations.)</p>
<b>Context challenges</b>	<p>Yarram Primary School faces a series of challenges that impact our educational outcomes and student wellbeing.</p> <p>Differentiation of learning, while well-integrated into our planning documents, does not consistently manifest in classroom practices. This inconsistency impacts how we are meeting the diverse educational needs of our students, ranging from those requiring additional support to high-ability students needing further challenges.</p> <p>Student agency in learning has seen partial success; however, there is room for improvement in ensuring students have substantial input into their educational processes and outcomes.</p> <p>Our specific student cohorts, such as Koorie students and those with additional needs, receive strong support through culturally tailored educational plans, Individual Education Plans, and local collaborations. Nonetheless, the ongoing enhancement of these supports is necessary to ensure effective implementation and success for all students. We have significantly increased the number of students supported by IEPs, but this increase in workload is a challenge for teachers.</p> <p>The wellbeing of our students remains a priority, particularly as we navigate the post-pandemic landscape. The implementation of a</p>

	<p>trauma-informed practice framework marks a significant advance, yet fully integrating these practices into all school aspects remains challenging. The school has seen an increase in challenging student behaviour, which has become a major wellbeing focus, reflecting broader issues of high levels of distress within our community.</p> <p>Additionally, the transient nature of our student population presents unique challenges in maintaining continuity and consistency in educational delivery. The rural setting of Yarram complicates access to services, making it difficult to provide timely and adequate support to students and families in need.</p> <p>These factors combine to create a complex educational environment.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Yarram Primary School aims to enhance academic achievement and emotional wellbeing across our diverse student body, ensuring that every student is equipped with the skills and resilience needed to succeed. Coupling the future plans that we could already envision with the recommendations from the school review panel has given us some clear direction for what we want to achieve in the next four years.</p> <p>Our staff has plotted our goals and Key Improvement Strategies across a four year trajectory to help us prioritise and organise. Our first year, or the remainder of 2024, will focus on four points: we will begin the journey of revising our instructional models, school leaders will seek opportunities to develop their skills in using data and FISO 2.0 to lead improvement, we will work to embed the trauma informed practices we have taken on, and we will build staff understanding and capacity to provide universal adjustments and supports.</p> <p>Our goal in the area of Learning will involve revisiting, revising, and embedding clear instructional models across the school. By reflecting on student learning data and observations from the panel, it is clear that a revisit of our instructional models is due. There has been some inconsistency in application of the models across the school and new evidence in education that we will take in account when choosing models and building our skills. Having clear strategies that we learn to do well will result in better learning outcomes for all students. Diving deeply into this work will have a positive trickle down effect for all other goals areas, improving differentiation of instruction and allowing us to better meet the needs of our diverse student population.</p> <p>In mapping the areas of focus for our Learning goal, we see the work with our instructional model as a four year journey, beginning this year with revision, moving into practice, and finally to embedding by the end of this strategic plan. In year 2 we will be ready to align our models with planning documentation. Leaders will continue their work in data informed leadership. In year three we can focus more deeply on teachers using learning and wellbeing data to truly refine this work, informed by the learning that leadership will have undertaken. Year four will focus on deepening the documentation and data use and ensuring confidence across the staff.</p> <p>We received positive and uplifting feedback about the effectiveness of our current wellbeing strategies. In interviews with panel members students reported that they feel safe and supported and parents spoke positively of the schools' approach and support in wellbeing. We are aware that the significant learning and effort that we have put into this space needs to be deepened and properly</p>

embedded to ensure ongoing success. We have two further days of professional learning dedicated to trauma informed practice in 2024, and the work to truly make this part of our culture will need to have maintained focus throughout the course of this strategic plan. In addition, the review panel supported us in including key improvement strategies around the movement to Disability Inclusion, which will take place for us in 2025. This body of work is a statewide focus, and improving our practises to become a truly inclusive school must be a local priority. These focuses will inform the first two years' work in our strategic plan.

Year three will continue to see us work to embed trauma informed practices while we will introduce a focus on student agency in their learning. Finally, in year four we will work to build the school community's understanding and skills in using social and emotional capabilities.

This planning allows us to truly invest energy into a few priorities each year and allowing sufficient time to embed practices and see improvement.

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<b>Goal 1</b>	To improve student learning outcomes in literacy and numeracy.
<b>Target 1.1</b>	To increase the percentage of Year 5 students at strong and exceeding proficiency levels for NAPLAN using four year average (targets to be confirmed by SEIL and Principal): <ul style="list-style-type: none"><li>• In reading from xx% to yy%</li><li>• In writing from xx% to yy%</li><li>• In numeracy from xx% to yy%</li></ul>
<b>Target 1.2</b>	To increase the percentage of Year 5 students at and above Benchmark for NAPLAN using four year average (targets to be confirmed by SEIL and Principal): <ul style="list-style-type: none"><li>• In reading from xx% to yy%</li><li>• In writing from xx% to yy%</li><li>• In numeracy from xx% to yy%</li></ul>
<b>Target 1.3</b>	To increase the percentage positive response on the following Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none"><li>• Differentiated learning challenge from 88.5% (2023) to 90% (2028)</li><li>• Motivation and interest from 71% (2023) to 80% (2028)</li><li>• Self-regulation and goal setting from 83.6% (2023) – maintain in 2028</li><li>• Effective teaching time from 88.2% (2023) – maintain in 2028</li></ul>

<b>Target 1.4</b>	<p>To increase the percentage positive responses on following School Staff Survey (SSS) factors</p> <ul style="list-style-type: none"> <li>• Agreed pedagogical model from 86% (2023) to 90% (2028)</li> <li>• Plan differentiated learning activities from 88% (2023) to 90% (2028)</li> <li>• Use high impact teaching strategies from 86% (2023) to 90% (2028)</li> <li>• Monitor effectiveness using data from 71% (2023) to 80% (2028)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Revise, document, and embed agreed Instructional models for literacy and numeracy
<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	Align curriculum planning and documentation to the Instructional Models
<b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning
<b>Key Improvement Strategy 1.d</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a	Develop the capabilities of leadership team to expertly use data and the FISO improvement cycle to improve student learning outcomes.

positive, safe and orderly learning environment	
<b>Goal 2</b>	To increase student engagement and wellbeing
<b>Target 2.1</b>	To increase the percentage positive response on the following Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none"> <li>• School connectedness from 58% (2023) to 72% (2028)</li> <li>• Student voice and agency from 68% (2023) to 78% (2028)</li> <li>• Managing bullying from 64% (2023) to 75% (2028)</li> <li>• Emotional awareness and regulation from 78% (2023) to 82% (2028)</li> </ul>
<b>Target 2.2</b>	To increase the number of students with less than 19.5 days absence from 62% (2023) to 75% (2028).
<b>Target 2.3</b>	To increase the attendance rate from 88.7% (2023) to 92% (2028)
<b>Target 2.4</b>	To increase percentage positive responses on the following School Staff Survey (SSS) factors <ul style="list-style-type: none"> <li>• use student feedback to improve practice from 88% (2023) to 90% (2028)</li> <li>• discuss problems of practice from 50% (2023) to 75% (2028)</li> <li>• understand how to analyse data from 75% (2023) to 85% (2028)</li> </ul>
<b>Target 2.5</b>	To increase percentage positive responses on the following Parent Opinion Survey (POS) factors

	<ul style="list-style-type: none"> <li>• safety factor - my child feels confident about the skills and strategies they have learnt to use at school to address bullying behaviour 59% (2023) to 65% (2027)</li> <li>• student development factor maintained at 80% (2027)</li> <li>• safety – this school has a consistent approach to promoting positive student behaviour from 76% (2023) to 80% (2027)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed trauma-informed practice framework
<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	Build staff capacity to provide universal adjustments, support strategies and interventions
<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> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build staff and student understanding of agency
<b>Key Improvement Strategy 2.d</b>	Build the school community's understanding and skills in using social and emotional capabilities



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> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	