

School Strategic Plan 2024-2028

Echuca Twin Rivers Primary School (5516)



Submitted for review by Julie Hommelhoff (School Principal) on 07 February, 2025 at 04:07 PM

Endorsed by Paul Hon (Senior Education Improvement Leader) on 07 February, 2025 at 04:12 PM

Endorsed by Deborah Flett (School Council President) on 07 February, 2025 at 05:20 PM

School Strategic Plan - 2024-2028

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School vision	<p>Echuca Twin Rivers Primary School's vision is:</p> <ul style="list-style-type: none">Engaged, confident students who are motivated and excited to learn and who love learning.Positive, professional staff committed to sharing their passion for learning with the students and the wider community.Innovative curriculum that values diversity.A community that values strong partnerships between home, school and community.A safe and stimulating learning environment which is creative and fun.
School values	<p>Echuca Twin Rivers Primary School's values are Respect, Inclusion, Resilience, Responsibility and (Academic Excellence).</p> <p>Respect: We endeavour to be respectful of all members of our school community. We cooperate with others, and we are honest, fair and open in the ways we interact. We support each other by being encouraging, listening attentively, giving assistance readily, and showing empathy and concern for each individual. We give and receive feedback with sincerity, and we commit to team decisions.</p> <p>Inclusion: At Echuca Twin Rivers Primary School every stakeholder is considered and informed about what is going on and there is a sharing of ideas, resources and information with an acknowledgement of the success of each person. Everyone is encouraged to work at their personal best in a safe environment where everyone practices integrity.</p> <p>Resilience: At Echuca Twin Rivers Primary School we use challenges to strengthen our ability to cope with unexpected changes and challenges in life. We encourage creative expression, strive to be happy and work with a clear understanding of, and commitment to, diversity to enhance our capacity to deal with these challenges</p> <p>Responsibility: We recognise our actions and make a positive difference.</p> <p>(Academic Excellence): At Echuca Twin Rivers Primary School we persist and try your best. Academic Excellence is striving to attain your personal goals, persisting and giving your best effort.</p>

Context challenges

Echuca Twin Rivers Primary School is located in the Parkview Estate in the new development area of Echuca West. Our school began with Stage 1 of the Echuca Education Precinct built on the site. Stage 2 saw the completion of The Centre, 5 / 6 Classrooms, and the Echuca Twin Rivers Specialist School. Both the primary school and specialist school share a new full court gymnasium, administration building and other facilities such as the library. The school is a new architecturally designed building that promotes inclusive education and team teaching with flexible learning spaces – the building caters beautifully for our students and teachers. Echuca Twin Rivers Primary School has a student population of 211 students from Grades Foundation to Six. The school has two Principal class staff, 1 Leading Teacher (MHiPS), 1 Leading Teacher (DIP), 1 Learning Specialist, 16 teaching staff and 21 Education Support staff. Our qualified teaching staff undertake continuous professional learning to ensure that they are at the edge of current educational research and can effectively use acknowledged 'best practice' in learning and teaching methodologies. This is evidenced through our commitment to on-going action-research and specialist support from Regional Education Improvement Leaders. A Koori Education Support Officer provides families with additional support. An extensive Kinder to Foundation transition program is offered to ensure our new students feel connected to the school and this is supported through our Pre-School Playgroup Program provided by the Shire of Campaspe. We want our children to learn to their full potential and have this progress communicated to families via our Sentral platform. Our Child Safe Standards and wellbeing policy encompasses explicit procedures, which support the school community and fosters a sense of belonging and appreciation of individuality and safety. Echuca Twin Rivers Primary School strives to create a cohesive, inclusive, challenging, and supportive learning environment, encompassing all members of the school community based on the school's trademark values of Respect, Resilience, Responsibility, Inclusion and focus on Academic Excellence/Wellbeing.

The Panel noted over the School Strategic Plan (SSP), the school's executive leadership experienced significant changes, with several acting principals leading the school over the period. At the time of the review a substantive principal had been in place since 2022. A high turnover of staff and leaders new to their roles within the wider leadership were also noted. This resulted in workforce challenges, which impacted the school's ability to build and maintain consistent leadership and continuity of school improvement initiatives.

Additionally, the school had a significant percentage of neurodiverse students and students experiencing dysregulation and trauma. This often resulted in interruptions to teaching and learning and was a challenge for many staff. Some staff expressed uncertainty in making relevant adjustments for students with diagnoses and additional learning needs, resulting in inconsistent support for these cohorts.

The external factors impacting the learning and wellbeing outcomes at the school were re-engagement of students and their families after the COVID-19 pandemic. Following remote and flexible learning the school experienced a significant number of enrolments who required both wellbeing and behavioural support. The Panel agreed these factors necessitated a stronger focus on wellbeing resulting in some disruption to learning.

Intent, rationale and focus

- Leadership, particularly building a positive staff culture, role clarity and communication to staff.
- Middle leadership particularly building capacity of existing leaders and opportunities for aspiring leaders.
- PLCs particularly refining and embedding structures and monitoring their impact.
- Peer observations and learning walks.
- Literacy and numeracy particularly, teaching and learning approaches and instructional models
- Curriculum knowledge, particularly developing a whole school approach to writing and strengthening understanding of the Victorian Curriculum 2.0 and a continuum of learning.
- Assessment and data literacy, particularly moderation, differentiation and formative assessment.
- Student voice and agency, particularly feedback strategies and construction of learning goals.
- Student Leadership.
- Students' health and wellbeing particularly embedding the school's behaviour approach. Staff wellbeing.
- Learning partnerships with parents.
- Student attendance.
- Promoting enrolments.

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Goal 1	Maximise student learning growth for every student in literacy and numeracy
Target 1.1	<p>By 2028 increase the 2024 percentage of Year 3 and 5 students achieving NAPLAN 'exceeding or strong' proficiency levels:</p> <ul style="list-style-type: none">• Year 3 Reading from 61% to 68%• Year 3 Writing from 68% to 72%• Year 3 Numeracy from 33% to 40%• Year 5 Reading from 46% to 50%• Year 5 Writing from 42% to 48%• Year 5 Numeracy from 33% to 40%
Target 1.2	<p>By 2028, increase the 2023 percentage of Year 1 to 6 students assessed as being at or above expected growth (Teacher Judgement, Victorian Curriculum):</p> <ul style="list-style-type: none">• Reading and Viewing from 69% to 74%• Writing from 70% to 75%• Speaking and Listening from 83% to 88%
Target 1.3	<p>By 2028, increase the 2023 percentage of F to 6 students assessed as being at or above age expected (Teacher Judgement, Victorian Curriculum Levels):</p> <ul style="list-style-type: none">• Reading and Viewing from 74% to 78%

	<ul style="list-style-type: none"> • Writing from 61% to 66% • Speaking and Listening from 84% to 88%
Target 1.4	<p>*Placeholder target TBC when further data is available.</p> <p>By 2028, increase the percentage of students achieving 'at or above expected level' and 'at or above expected growth' against the Maths 2.0 curriculum, according to teacher judgement, from xx% (2025) to xx%</p>
Target 1.5	<p>By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Shielding and Buffering 37% to 45% • School staff safety and wellbeing module (overall) from 63% to 68% • School Leadership module (overall) from 78% to 84%
Target 1.6	<p>By 2028, increase the 2024 percentage positive endorsement for Year 4 to 6 students on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> • Stimulated Learning from 74% to 78% • Differentiated learning challenge from 84% to 88%
<p>Key Improvement Strategy 1.a 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>Define and strengthen organisational structures, roles and processes to effectively enact the school's vision and improvement agenda.</p>

<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.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>Build staff capability to lead, consistently implement and embed agreed teaching and learning practices</p>
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build staff capacity to use data and assessment practices to identify student point of need in learning and/or wellbeing</p>

<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Goal 2</p>	<p>To improve student engagement and wellbeing</p>
<p>Target 2.1</p>	<p>By 2028 increase the 2024 percentage positive endorsement for Year 4 to 6 students on the AtoSS:</p> <ul style="list-style-type: none"> • Student voice and agency from 69% to 75% • Self-regulation and goal setting from 84% to 88% • Sense of connectedness from 69% to 75% • Managing bullying from 74% to 75% • Emotional regulation from 82% to 86%
<p>Target 2.2</p>	<p>By 2028, increase the 2024 percentage positive endorsement on the SSS:</p> <ul style="list-style-type: none"> • Academic emphasis from 48% to 55% • Use student feedback to improve practice from 83% to 88% • Trust in students and parents from 55% to 60%

Target 2.3	By 2028 decrease the 2023 percentage of Year F to 6 students with 20 or more absent days from 39% to 34%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed whole school approaches to promote and foster student agency, voice and leadership in learning and wellbeing
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.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	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to	

<p>support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.c 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>Strengthen partnerships and engagement with community stakeholders</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	