

School Strategic Plan 2020-2024

South Melbourne Park Primary School (5562)

SOUTH MELB. PARK

Submitted for review by Rosemary Cosentino (School Principal) on 01 October, 2021 at 02:25 PM

Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 14 February, 2022 at 02:19 PM

Endorsed by Nicole Campbell (School Council President) on 14 February, 2022 at 02:52 PM

School Strategic Plan - 2020-2024

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School vision	<p>At South Melbourne Park Primary School we inspire the next generation of curious minds by supporting and encouraging our students to explore their passions, providing them with the skills and tools to ask questions, challenge and take ownership of their learning.</p> <p>At South Melbourne Park the role of the teacher is to provide a safe environment where students feel valued and empowered to embrace learning, make mistakes and take risks. The teacher continually models our vision, listens to students and guides learning. When students leave South Melbourne Park they will be resilient problem solvers who take risks and have a growth mindset. They will be empathetic and compassionate with a sense of social justice. They will be reflective thinkers who are open to continuous learning and are confident members of the community.</p>
School values	<p>We nurture children to develop self-belief, and a thinking mindset that empowers them to live an abundant and successful life. We achieve this through our cultural values;</p> <ul style="list-style-type: none">• Kids at the heart (We are here for the students)• Where children love to be (We nurture joy in learning)• A step ahead (We raise the bar to inspire each other)• Play, as a team (We collaborate and thrive together)• Learning doesn't just happen at school (We connect with our community and beyond). <p>Our student values are:</p> <ul style="list-style-type: none">* Be curious* Be involved* Be leaders* Be a team* Be connected
Context challenges	<p>South Melbourne Park opened its doors in 2019, in our first year the school focused on building the school brand by communicating our vision and values to the school community. The vision was further developed and unpacked in 2020, where we started to articulate our WHY and WHAT our vision looked like for both students and teachers. In the first two years there has been a strong focus on wellbeing for both staff and students and this will be a continuing focus for the next four years. In 2020 we began introducing some consistent whole approaches such as SMART Spelling and the Launch Cycle of Inquiry. The year was abruptly interrupted due to COVID and the focus shifted to flexible, remote teaching and learning.</p>

	<p>The Review Panel found that teachers knew their students well and utilised data to differentiate the curriculum, particularly in the areas of literacy and numeracy. The Panel concluded that the school needed to further develop teacher capacity in order to build effective data/assessment literacy practices, thereby informing teaching and supporting the individual learning needs of all students.</p> <p>The Panel noted that the school had a clear vision to inspire curious student minds. The Panel found however, that opportunities existed within the school's teaching and learning framework to further develop and enhance the students' thinking and growth mindsets as outlined in the school's learning philosophy. The Panel concluded that the development of an agreed whole school pedagogical model was the next step in building a consistent whole school approach in nurturing curious student minds.</p>
<p>Intent, rationale and focus</p>	<p>Over the next four years our direction is in the following key areas:</p> <ul style="list-style-type: none"> • Agreed whole school pedagogical model • Student voice and agency • Building leadership capacity • Data literacy

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Goal 1	To improve literacy and numeracy outcomes for all students.
Target 1.1	Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.
Target 1.2	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be: - in the Effective Teaching Practice for Cognitive Engagement domain; <ul style="list-style-type: none">• Differentiated learning challenge factor to be at or above 87 per cent• Stimulating learning factor to be at or above 81 per cent
Target 1.3	By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measure will be: - in the School Climate module; <ul style="list-style-type: none">• Guaranteed and viable curriculum factor to be at or above 81 per cent
Target 1.4	NAPLAN target(s) to be considered as the school grows.

Key Improvement Strategy 1.a Building practice excellence	Develop consistent school wide approaches for the instruction of literacy and numeracy
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to utilise data and a range of assessment strategies to design curriculum targeting a student's point of learning need.
Key Improvement Strategy 1.c Building leadership teams	Build the capacity of leaders to embed a Professional Learning Community (PLC) culture throughout the school
Goal 2	To empower students to develop curious minds, self-belief and thinking mindsets in their learning.
Target 2.1	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be: <ul style="list-style-type: none"> - in the Social Engagement domain; <ul style="list-style-type: none"> • Student voice and agency factor to be at or above 71 per cent
Target 2.2	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be: <ul style="list-style-type: none"> - in the Learner Characteristics and Disposition domain; <ul style="list-style-type: none"> • Motivation and interest factor to be at or above 83 per cent

Target 2.3	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <p>- in the Student Development domain;</p> <ul style="list-style-type: none"> • Student agency and voice factor to be at or above 81 per cent
Target 2.4	<p>By 2024, the percentage of F-6 students assessed against the four capabilities in the Victorian Curriculum Levels F-10 will be:</p> <ul style="list-style-type: none"> • Critical and Creative Thinking Capability to be at or above 90 per cent • Personal and Social Learning Capability to be at or above 75 per cent • Ethical Capability to be at or above 75 per cent • Intercultural Capability to be at or above 75 per cent
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a consistent understanding of student agency across the school
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop and embed a whole school pedagogical model
Goal 3	To improve the wellbeing of all students.
Target 3.1	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:

	<p>- in the Social Engagement domain;</p> <ul style="list-style-type: none"> • School connectedness factor to be at or above 81 per cent • Sense of inclusion factor to be at or above 89 per cent
Target 3.2	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:</p> <p>- in the Teacher-Student Relations domain;</p> <ul style="list-style-type: none"> • Teacher concern factor to be at or above 77 per cent
Target 3.3	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <p>- in the Safety domain;</p> <ul style="list-style-type: none"> • Managing bullying factor to be at or above 82 per cent • Non-experience of bullying factor to be at or above 66 per cent • Promoting positive behaviour factor to be at or above 89 per cent • Respect for diversity factor to be at or above 90 per cent
Target 3.4	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p>

	<p>- in the Student Development domain;</p> <ul style="list-style-type: none"> • Confidence and resiliency skills factor to be at or above 87 per cent
Target 3.5	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <p>- in the School Ethos and Environment domain;</p> <ul style="list-style-type: none"> • General satisfaction factor to be at or above 88 per cent
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and embed a consistent and positive whole school approach to student behaviour
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Build an inclusive, safe and secure learning environment