

School Strategic Plan 2019-2023

St Kilda Primary School (1479)



Submitted for review by Susan Higgins (School Principal) on 10 February, 2020 at 09:17 AM

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School vision	Live for today, Learn for tomorrow, Be the future
School values	<p>St Kilda Primary School's objective is for children to be successful learners. To achieve this they need to be resilient, be able to work with others, demonstrate a growth mindset, independently solve problems, think outside the box, be curious, know how to learn and to love learning.</p> <p>Our school values are:</p> <p>Love of Learning: We have a vibrant learning and teaching environment that creates lifelong independent learners.</p> <p>Respect: Each individual is treated with respect and trust and decisions made are valued and supported.</p> <p>Teamwork: Teamwork is characterised by a sense of common purpose, shared responsibility, collaboration and mutual support which leads to productive outcomes and achievements.</p> <p>Friendliness: We highly value all members of our community, encouraging and acting in a manner that is inclusive, caring and supportive.</p> <p>Creativity: We encourage children to take risks and think beyond the square, maximising teaching and learning opportunities through innovative and alternative approaches.</p> <p>Resilience: We build self-esteem and social skills which enable children to be themselves and also to be able to work and play happily within the school community.</p>
Context challenges	<p>Writing was an area where there were barriers to achievement. Both NAPLAN data and the school PRSE school assessment data identified that the writing target was only partially achieved in some years and not met at all in others. The PRSE reported that in 2018, Years 1 and 2 had negative growth in writing (-13%). NAPLAN writing data (2018) for Year 3 showed a decline of students in top two bands (2015 - 73%, 2018 - 57%) and while Year 5 students in the top two bands increased (2015 - 14%, 2018 - 27%), the target was not met.</p> <p>For teachers, barriers included:</p> <ul style="list-style-type: none">- Consistent teaching and learning practices for writing had not yet been fully developed across the school.- Team planning lacked an explicit focus on writing because of the emphasis on reading.- Teachers in some year levels were not fully using data to inform point of need teaching, to link reading and writing strategies.- Teachers have varied content and pedagogical knowledge for a variety of reasons- Lack of shared frameworks that could provide consistency

	<p>in the 2019 Parent Opinion Survey item, 'Teachers communicate with me often enough about my child's progress' the percentage was 64% positive, which was lower than the item on 'Effective 2-way communication between teachers and parents' (81%) and 'Teacher communication' (73%). The Panel decided to investigate this anomaly, since General satisfaction was 85% positive.</p> <p>The leadership team and teachers identified these barriers to a more positive view of communication:</p> <ul style="list-style-type: none"> - Some parents did not read the newsletters and utilise means of communication provided by the school <p>Parents agreed with the teachers views and commented that barriers were:</p> <ul style="list-style-type: none"> - Time to access all of the communication streams - There were too many communication streams that sometimes contradicted each other in terms of details.
<p>Intent, rationale and focus</p>	<p>St Kilda Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. St Kilda Primary School's objective is for children to be successful learners. To achieve this they need to be resilient, be able to work with others, demonstrate a growth mindset, independently solve problems, think outside the box, be curious, know how to learn and to love learning.</p> <p>This is important because we want our children to have the dispositions and skills that will support them in their lives and to ensure that they are empowered active citizens.</p> <p>We are prioritising writing, numeracy and student voice and agency over the 4 years of this SSP. We will begin with assessing the current capabilities of our students and using this to inform the changes we will make to our teaching practice. We will use the FISO improvement cycle to continue to review, refine and embed high quality teaching practices that have the maximum impact on student learning. This will be a collaborative process which involves all stakeholders in our community.</p> <p>At SKPS we will continue to strengthen our learning architecture by creating the conditions where staff have opportunities for continuous, collaborative professional learning. Our learning architecture will support teachers to work together to analyse evidence of student learning and growth, investigate new or more effective teaching approaches, and to experience deep learning and insights about themselves and their practice.</p>

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Goal 1	Improve student achievement and learning growth in writing.
Target 1.1	<p>Across 2020–23, increase the percentage of students in the top two bands in Year 3 to Year 5:</p> <ul style="list-style-type: none"> • Year 3 Writing to increase from 57% (2018) to 70% or above • Year 5 Writing to increase from 27% (2018) to 70% or above
Target 1.2	In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in writing using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.
Target 1.3	<p>By 2023, the percentage positive endorsement in the Staff Survey will be:</p> <ul style="list-style-type: none"> • Professional learning through peer observation—60% or above (from 37.5% in 2019)
Key Improvement Strategy 1.a Building practice excellence	Develop and embed a shared instructional model for teaching writing consistently across the school.
Key Improvement Strategy 1.b Curriculum planning and assessment	Strengthen the capacity of teachers and teams to use assessment data and evidence to plan a differentiated teaching and learning program for writing that targets point of learning need of all students, including high performing students.
Key Improvement Strategy 1.c Building practice excellence	Use coaching, modelling, peer observation and feedback in professional learning to enable greater consistency, shared accountability and collective responsibility for improved outcomes in writing.

Goal 2	Improve student achievement and learning growth in numeracy.
Target 2.1	By 2023, increase the percentage of students in the NAPLAN top two bands in numeracy in Year 5 from 42% (2018) to 60% or above.
Target 2.2	In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in numeracy using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.
Target 2.3	By 2023 the percentage positive endorsement of Staff Survey will be: <ul style="list-style-type: none"> • Teacher collaboration—Staff seek advice from colleagues and participate in collaborative discussion to improve teaching and learning to be 80 or above (from 62.4 in 2019)
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop a continua of mathematical concepts and skill development through planning for numeracy teaching and learning.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Develop and embed a shared model for assessing numeracy consistently across the school.
Key Improvement Strategy 2.c Evaluating impact on learning	Implement a teacher inquiry process that enables teachers to analyse numeracy assessment data, use it to inform teaching and evaluate the impact of teaching on student learning.
Key Improvement Strategy 2.d Building practice excellence	Challenge and support teachers to improve their instructional practices through participation in a peer observation and feedback process

Goal 3	Improve student agency and social engagement.
Target 3.1	By 2023, the Parent Survey factor 'Teachers communicate with me often enough about my child's progress' will increase from 64% (2019) to 75%.
Target 3.2	By 2023, the AToSS factor 'Student Voice and Agency' will increase for <ul style="list-style-type: none"> • Year 4 boys from 85% to 90% • Year 5 boys from 77% to 90% By 2023, the absence data for the Year 5 Boys will decrease from 31% (2019) to 15%
Target 3.3	By 2023, the AToSS factor 'Motivation and Interest: 'I am learning things that interest me' will increase for Year 5 boys from 72% to 85%.
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop students' skills and capability to set their own goals, reflect on and direct their own day to day learning
Key Improvement Strategy 3.b Parents and carers as partners	Enhance learning partnerships and communication between students, parents and the school so families can understand the learning progress of their children and how to effectively support learning.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Build teachers' capacity to involve students in continuous school improvement.