

School Strategic Plan 2019-2023

South Melbourne Primary School (5559)



SOUTH MELBOURNE Primary School

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School Strategic Plan - 2019-2023

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School vision	<p>At South Melbourne Primary School, every person is significant. Our educational philosophy supports every child to be safe, happy, connected and achieving in order to achieve our vision of 'Inspiring hearts and minds to thrive.' We develop a culture of gratitude, empathy and an active care of others and the environment.</p> <p>We aim to develop the essential skills of literacy and numeracy. We strive to develop professional excellence and knowledge of world's best practice which uses data as evidence of growth over time. We constantly inspire students to become curious and engaged in authentic learning experiences.</p> <p>We teach and support social and emotional wellness and ensure children have an active voice in their development. Students will emerge resilient and self-motivated with the ability to articulate goals and growth.</p>
School values	<p>The school Values are Character, Community and Learning. We believe in developing emotional and social intelligence in staff and students alike (Character). We believe that people thrive when connected to each other and have a sense of a larger purpose in life (Community). We also believe that every child should be literate and numerate, and curious about the world we live in (Learning). We promote Gratitude, Empathy and Mindfulness by actively seeking instances of these in our daily environment.</p> <p>As seen below, our values help guide our principles and creed for both Students and Staff alike:</p> <p>Values STUDENTS PRINCIPLES</p> <ul style="list-style-type: none">• We are leaders• We are carers• We are team mates• We are learners• We are the future <p>STUDENT CREED Character</p>

- I smile and look on the bright side
- I am brave and use initiative
- I am kind to myself and others
- I use my manners
- I choose to do what is right, even when no one is watching

Community

- I include others and value differences
- I am a team player and good friend
- I help my community be the best it can be
- I speak up when something feels wrong
- I celebrate achievements

Learning

- I am curious, creative and ask questions
- I explain my goals and thinking
- I actively participate so I can progress
- I push through challenges
- I do my personal best

BIG 10 ESSENTIAL HABITS

1. Follow teacher directions all the way, right away - Behaviour
2. Use quiet voices, respectful tone, and appropriate language in and out of class - Behaviour
3. Be safe around others - keep hands and feet to yourself - Behaviour
4. Remain "SET" during class. (Sit up, Engage in the lesson, Track the speaker) – Work Habits
5. Use time effectively; focus on learning, don't call out or distract others – Work Habits
6. Keep personal and work spaces tidy and organised – Work Habits
7. Smile and use your manners – Social Skills
8. Get along with others; be helpful, kind and caring – Social Skills
9. Try hard all the time even when it is challenging – Effort
10. Embrace mistakes as opportunities to learn - Effort

REFLECTIVE QUESTIONS

1. Is that the right thing or wrong thing to do?
2. Are you having a strong moment or a weak moment?
3. Are your feelings in charge of your actions or is your thinking in charge?
4. Are you running away from the problem or are you dealing with it?
5. Are you being your own boss or are you inviting me to be your boss?
6. Am I trying to help you or hurt you?

PRINCIPLES

- We are here for the children
- We have fun and enjoy both our work and each other
- We respect and engage our community
- We are skilled professionals who seek to challenge and support
- We nurture the future

TEACHER CREED

Character

- I smile and bring positive energy into my school
- I look for opportunities to be playful and funny
- I have a positive relationship with every student in my class
- I see something, do something
- I choose what is right, over what is easy

Community

- I talk to people, not about them
- I work with and learn from my team mates
- I take an active interest in all of my colleagues
- I apply school rules to be consistent with other staff
- I engage the community to help teach the children

Learning

- I know student learning targets and work relentlessly to achieve them
- I track student progress and react with intervention when it deviates
- I am brave enough to provide feedback; even when it is challenging
- I see struggle as part of the learning
- I continually seek to grow and learn

BIG 10 ESSENTIAL DELIVERABLES

Staff will ensure:

1. students genuinely feel they have a teacher they believes cares for and supports them in their learning
2. students have friends at school
3. quiet work routines
4. time on task is high

	<ol style="list-style-type: none"> 5. work is provided at each student's level 6. access prior knowledge - flashcards or slides are routinely used to move information from short-term to long-term memory 7. high levels of student presentation; promoting pride in work 8. work not up to standard is addressed with students 9. student work is corrected 10. interventions occur when 'at level' work is too hard or too easy and this will be promptly communicated to parents <p>REFLECTIVE QUESTIONS</p> <ul style="list-style-type: none"> • Would I be satisfied with the academic and behavioural standards for my own children? • Would I be satisfied with the school culture my children were entering?
<p>Context challenges</p>	<p>South Melbourne Primary School opened its doors for the first time in 2018 and is the first vertical government Primary School in Victoria's history; catering for up to a capacity of 525, inclusive of students and teachers, when it reaches full capacity. With conveniently located public transport nearby and a community park opposite the School, the school fosters a sense of belonging and place for connecting locals and the school community.</p> <p>The school is a co-educational Prep-6 facility with community spaces administered by the City of Port Phillip (such as an Early Learning Centre and Maternal Health Services) as required by the Community Joint User Agreement (CJUA). The school design was awarded the Future Project of the Year at the World Architecture Festival Awards held in Berlin.</p> <p>The school is primarily accessible by public transport. Street parking is limited and restricted by the City of Port Phillip Council. Potential staff should understand the restricted nature of car parking and public transport would be encouraged for employees and families, alike.</p> <p>The school supports a full range of learning and teaching activities for a range of group sizes – individual, small-group, medium-group through to large community gatherings. Teaching and pedagogy inside these spaces aspire to world's-best-practice and all staff operate in Professional Learning Communities. Being able to operate as a contributing and compassionate team member is paramount.</p> <p>The School has a high proportion of EAL students (up to 80%) with many students arriving from overseas on short-term visas. Approximately 20 students receive equity funding.</p> <p>The School works closely with the English Language Schools and has employed Multicultural Education Aides within each teaching and learning team to support students learning English as an Additional Language and support Intervention practices.</p>

	<p>KEY CHALLENGES</p> <p>Being a new school, the School has recognised that the rapid expansion and transient nature of the School's population has posed significant challenges towards maintaining a School-wide Culture and intense focus on Curriculum Documentation. The growth has been experienced at both the student and staff levels. The School prioritised culture and development of successful programs, processes and relationships.</p> <p>The rapid growth means the school is likely to exceed enrolment capacity within it's third year of operation. This growth places additional pressure on developing and maintaining high cultural standards and expectations within the staff, student and wider community the School needs to continue to repeat and go over key messages and expectations.</p> <p>The School is committed to further developing and enhancing the curriculum by developing its own Guaranteed and Viable Curriculum Documentation.</p>
<p>Intent, rationale and focus</p>	<p>INTENT</p> <p>At South Melbourne PS, we are intent towards ensuring that all students graduate literate and numerate, curious and caring.</p> <p>The school has established Professional Learning Teams processes and organisational structures that allow teams to engage together to examine student data and plan for improvement. A big element of the PLT work has been to engage staff in professional learning which directly relates to and informs data interrogation and future practice.</p> <p>As a relatively new school, we are at the start of this process and the empowerment of all teachers is a work in progress. We intend to focus on how the translation of this learning is evidence in classroom practice by establishing rigorous coaching and peer observation methods.</p> <p>It is evident that the school requires to invest in its development of scope and sequence documents which will help to define the content of the curriculum in a continuum. Teachers will then feel a sense of professional 'safety' in knowing that they are covering the</p>

defined curriculum and also be able to measure their effect more accurately.

In our second year of operation, we set up the structures to widen student opportunities to contribute to the school agenda. This involved the democratic election of students to leadership positions and the teacher involvement in leading these teams. We have assigned an Expert Teacher to lead Student Voice and Agency and look forward to continued development in this area.

Goal 1: To improve outcomes in literacy and numeracy for all students.

Suggested FISO dimensions (in order of priority)

Priority Area: Literacy and Curriculum Planning

Dimension/s:

1. Curriculum Planning and Assessment (Excellence in Teaching and Learning)
2. Evaluate the Impact on Learning (Excellence in Teaching and Learning)
3. Instructional and Shared Leadership (Evidence-based High Impact Teaching Strategies [HITS]).

Goal 2: Improve wellbeing of all students

Suggested FISO dimensions (in order of priority)

Priority Area: Positive climate for learning

Dimension/s:

1. Parents and Carers as Partners (Community Engagement in Learning)
2. Health and Wellbeing (Positive Climate for Learning)
3. Excellence in Teaching and Learning (Curriculum Planning and Assessment)
4. Excellence in Teaching and Learning (Evaluating Impact on Learning)

Goal 3: To Improve engagement Student Voice Agency and Leadership

Suggested FISO dimensions (in order of priority)

Priority Area: Positive climate for learning

Dimension/s:

1. Curriculum Planning and Assessment (Excellence in Teaching and Learning)
2. Intellectual Engagement and Self Awareness (Positive Climate for Learning)
3. Evaluating impact on learning (Excellence in Teaching and Learning)

RATIONALE

Goal 1: During the review period it became apparent that there was a desire to continue to improve in both Literacy and Numeracy across all areas. The Panel agreed that building a culture of continuous improvement and high expectations would support improved student outcomes

Goal 2: As the Panel reviewed the Learner characteristics and disposition domain from the AToSS the relatively low scores for Learning confidence (60 per cent overall positive) and Resilience (49 per cent overall positive) were highlighted as elements of wellbeing that should be addressed in a future SSP.

Goal 3: Although AToSS results improved between 2018 (the first year of the school operation) and 2019 (second year of operation), the Panel found that student resilience and engagement remained low compared to other schools. Therefore, improving student wellbeing was identified as a focus for the next SSP.

FOCUS

Goal 1:

Key Improvement Strategies (KIS):

1a Document a guaranteed and viable curriculum in Literacy and Numeracy (ETL)

1b Create and embed an Assessment and Reporting cycle across Prep–Year 6 to include response to intervention in order to monitor, track and improve student outcomes in Literacy and Numeracy (CPA)

1c Embed a cycle of inquiry within PLTs in Literacy to enhance teacher knowledge and capacity to utilise HITS (EBHITS)

1d Embed a cycle of inquiry within PLTs in Numeracy to enhance teacher knowledge and capacity to utilise HITS (EBHITS)

Goal 2:

Key Improvement Strategies (KIS):

2a Focus on building a sense of local identity for the school (BC)

2b Document a guaranteed and viable curriculum for social and emotional wellbeing (HW) / (CPA)

2c To regularly implement, monitor and track student feedback to inform professional development and/or whole school/individual foci (EIL)

Goal 3:

Key Improvement Strategies (KIS)

3a Engage students in curriculum planning (PCL)

3b Create and co-construct learning rubrics with students (EIL)

3c Develop a scope and sequence that outlines leadership opportunities for students across the school (CPA)

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Goal 1	To improve outcomes in literacy and numeracy for all students
Target 1.1	By 2023 teacher judgement at or above age expected level for Reading and Viewing will increase from 91% (2018) to 95%
Target 1.2	By 2023 teacher judgement at or above age expected level for Writing will increase from 88% (2018) to 93%
Target 1.3	By 2023, percentage positive responses for SSS factor Guaranteed and viable curriculum to increase from 63% (2018) to 85%
Key Improvement Strategy 1.a Evaluating impact on learning	Document a guaranteed and viable curriculum in Literacy and Numeracy
Key Improvement Strategy 1.b Curriculum planning and assessment	Create and embed an Assessment and Reporting cycle across Prep–Year 6 to include response to intervention in order to monitor, track and improve student outcomes in Literacy and Numeracy
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Embed a cycle of inquiry within PLTs in Literacy to enhance teacher knowledge and capacity to utilise HITS
Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	Embed a cycle of inquiry within PLTs in Numeracy to enhance teacher knowledge and capacity to utilise HITS

Goal 2	Improve wellbeing of all students
Target 2.1	By 2023 the AToSS domain for Teacher–Student Relations (Teacher Concern) will increase from 38% positive endorsement (2018) to 77%
Target 2.2	By 2023 the AToSS domain for Social Engagement (Sense of Inclusion) will increase from 76% positive endorsement (2018) to 92%
Target 2.3	Drafting note: please consider stating numerical benchmark if this is not a new survey By 2023 the Tripod/School survey (re student perception of their teacher) will achieve an average score of 80% positive endorsement across the school.
Key Improvement Strategy 2.a Building communities	Focus on building a sense of local identity for the school
Key Improvement Strategy 2.b Health and wellbeing	Document a guaranteed and viable curriculum for social and emotional wellbeing
Key Improvement Strategy 2.c Evaluating impact on learning	To regularly implement, monitor and track student feedback to inform professional development and/or whole school/individual foci
Goal 3	To improve Student Engagement
Target 3.1	By 2023 the AToSS percentage positive for Voice and agency will increase from 42% (2018) to 75%

Target 3.2	By 2023 the AToSS percentage positive for Stimulating learning will increase from 44% (2018) to 75%
Target 3.3	By 2023 the AToSS percentage positive for Effective teaching time will increase from 62% (2019) to 75%
Target 3.4	By 2022 the Unapproved attendance rate will decrease from an average of 17 (2018) to 14
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Engage students in curriculum planning to promote student voice and agency
Key Improvement Strategy 3.b Evaluating impact on learning	Create and co-construct learning rubrics with students to promote student voice and agency
Key Improvement Strategy 3.c Curriculum planning and assessment	Develop a scope and sequence that outlines leadership opportunities for students across the school