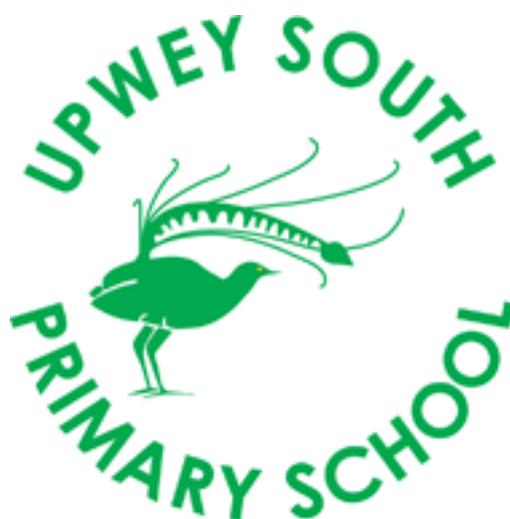


School Strategic Plan 2018-2022

Upwey South Primary School (4894)



Submitted for review by Damien Kitch (School Principal) on 21 February, 2019
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School Strategic Plan - 2018-2022

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School vision	Upwey South Primary School's vision is to provide a safe, engaging, and challenging environment where students develop life skills, are supported to reach their full potential and strive for excellence in learning.
School values	<p>At Upwey South Primary School, we conduct our learning and actions based upon our three school values: Respect, Responsibility, and Resilience.</p> <p>As a USPS Learner, I always value Respect:</p> <ul style="list-style-type: none">- for oneself, the environment, and the rights of others. <p>Actions:</p> <ul style="list-style-type: none">- Be polite, kind and thoughtful to others.- Follow directions the first time.- Let my peers learn at their level.- Take pride in my learning environment. <p>As a USPS Learner, I always value Responsibility:</p> <ul style="list-style-type: none">- to take action and do what is right, to be kind, and to be courageous. <p>Actions:</p> <ul style="list-style-type: none">- Move around the school safely.- Place learning tools and equipment in the correct place.- Help others with their learning. <p>As a USPS Learner, I always value Resilience:</p> <ul style="list-style-type: none">- to approach learning challenges with insight and enthusiasm. <p>Actions:</p> <ul style="list-style-type: none">- Act positively when given feed-forward.- Monitor my emotions with a positive mindset.- Bounce-back when faced with challenges.- Apply strategies to engage with the Learning Pit.

<p>Context challenges</p>	<p>The 2018 Review Process found significant progress had been made towards building an agreed and effective school-wide instructional model based around the Gradual Release of Responsibility. The school had made improvements to school-wide structures throughout 2018, with a focus upon setting up structures to drive learning behaviours. This has led the school towards an increased level of consistency in the approach to curriculum planning and delivery.</p> <p>In the journey of continuous improvement, the school will focus upon building the data literacy of staff, and refining school-wide assessment practices.</p> <p>To support a school-wide curriculum model through the next phase of improvement, the school will focus upon establishing an effective leadership structure, with capacity building of middle leaders being pivotal to the future learning opportunities for the school.</p> <p>As a school focused upon building a genuine learning community, the school has committed to school-wide positive behaviours; complementing the school's established values of Respect, Responsibility, and Resilience. A key component of the continuous improvement in the area of wellbeing will be to further embed genuine student voice and agency to drive the direction of the school.</p>
<p>Intent, rationale and focus</p>	<p>As a learning community, Upwey South Primary School value the importance of school-wide approaches; which promote consistency in expectations, a sense of belonging for students, and provide a structure for improved academic rigour.</p> <p>The school aims to achieve consistency in the delivery of curriculum, so that students may experience learning success regardless of their life-experiences.</p> <p>The school will establish a philosophy on which to base future directions, so that the community can meaningfully connect with and support the vision of the school.</p> <p>The goals of a school (If we...) should be driven by a rationale (the why..) and supported by explicit and logically ordered actions (the what...). These are addressed below:</p> <p>If we develop a school philosophy based upon the three pillars of a learning community (students, staff, families) then we can remain focussed upon a shared vision, so that our students may experience learning success over a sustained period of time.</p> <p>If we develop an enduring leadership structure, then staff can build their capacity, and sustain this capacity during periods of change, so that our students can access high quality teaching and learning.</p> <p>If we continue to work on documenting our curriculum, then staff will be consistent in their practice, and students will be able to progress through the curriculum regardless of their age or year level.</p>

If we embed an explicit assessment schedule, and increase data literacy, then staff can make informed decisions, and students will have increased opportunities to have their individualised learning needs met.

If we give students genuine voice and agency, then they will play an active role in their education, so that the school may continue to embed the School-Wide Positive Behaviours model.

If we embed an evidence-based social emotional program at a school-wide level, then our staff and students will know what to expect of each other, so that students may apply themselves in a supportive environment.

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Goal 1- Student Achievement	Develop shared and agreed school-wide practice, in the curriculum area of English.
Target 1.1	By 2021, using NAPLAN data, in Reading and Writing, the percentage of students attaining high learning growth will be at or above 25%.
Target 1.2	By 2021, using NAPLAN data, in Reading and Writing, the percentage of students attaining low learning growth will be at or below 25%.
Target 1.3	By 2021, in each of the Literacy based dimensions, the percentage of students in the top two NAPLAN bands in Year 3 and Year 5 will match or exceed similar schools mean by 5%.
Target 1.4	By 2021 all students to make at least one year's growth in Literacy, using PAT Reading Data, Benchmarking, and teacher judgements.
Key Improvement Strategy 1.a Building practice excellence	Develop shared and agreed school-wide teaching and learning practices, in the curriculum area of English.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build capacity of staff in assessment practices, in the curriculum area of English.
Key Improvement Strategy 1.c Building practice excellence	Build teacher capacity in instructional and pedagogical models and practices, in the curriculum area of English.

Goal 2- Student Achievement	Develop shared and agreed school-wide practice, in the curriculum area of Mathematics.
Target 2.1	By 2021, using NAPLAN data in Numeracy, the percentage of students attaining high learning growth will be at or above 25%.
Target 2.2	By 2021, using NAPLAN data in Numeracy, the percentage of students attaining low learning growth will be at or below 25%.
Target 2.3	By 2021, in Numeracy, the percentage of students in the top two NAPLAN bands in Year 3 and Year 5 will match or exceed similar schools mean by 5%.
Target 2.4	By 2021 all students to make at least one year's growth in Numeracy, using PAT Mathematics Data, and teacher judgements.
Key Improvement Strategy 2.a Building practice excellence	Develop shared and agreed school-wide teaching and learning practices, in the curriculum area of Mathematics.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build capacity of staff in assessment practices, in the curriculum area of Mathematics.
Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity in instructional and pedagogical models and practices, in the curriculum area of Mathematics.

Goal 3- Student Achievement	To develop empowered, self-regulating and engaged learners.
Target 3.1	By 2021 the proportion of students with 20+ days of absence per year will be less than the similar schools.
Target 3.2	By 2021 to attain and / or maintain 80% or greater positive responses to the Student Attitudes to School Survey factors related to the Learner Characteristics and Disposition domain (<i>Learning Confidence, Resilience, Motivation and Interest, Self-Regulation and Goal Setting</i>).
Target 3.3	By 2021, the School Staff Survey factor Implementation- Promote student ownership of learning goals will be at or above 70%. (Survey question response: <i>Teachers in this school promote student ownership of learning goals and learning progress</i>).
Target 3.4	By 2021, the overall percentage of positive responses on the Parent Opinion Survey on each factor related to the Parent Community Engagement Domain: Parent Participation and Involvement , and the Student Development Domain: Student Agency and Voice, and Confidence and Resiliency Skills will be at or above 80%.
Key Improvement Strategy 3.a Empowering students and building school pride	Implement initiatives that cultivate voice, agency and leadership in the school's program.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build teacher capacity to plan and deliver curriculum that provides authentic connection to the real world.

Goal 4- Student Wellbeing	To build resilience, responsibility and respect across the school community.
Target 4.1	By 2021, the overall percentage of positive responses on the Student Attitudes to School Survey in the Social Engagement Domain, will be at or above 85% (<i>Sense of Connectedness</i> and <i>Inclusion</i> factors).
Target 4.2	By 2021 to attain and / or maintain 80% or greater positive responses to the Student Attitudes to School Survey factors related to the Student Safety Domain (<i>Advocate at School, Managing Bullying, Respect for Diversity</i>).
Target 4.3	By 2021, the overall percentage of positive responses on the Parent Opinion Survey on each factor related to the Safety Domain: <i>Managing Bullying, Promoting Positive Behaviour, and Respect for Diversity</i> will be at or above 80%.
Target 4.4	By 2021, the overall percentage of positive responses on the School Climate Survey on each factor related to the School Leadership Domain (<i>Intellectual Stimulation, Parent and Community Involvement, Engagement, and Outreach</i>) and the Professional Learning Domain (<i>Applicability of Professional Learning, and Coherence</i>) will be at or above 80%.
Key Improvement Strategy 4.a Building communities	Build teacher capacity in the delivery of the School Wide Positive Behaviour Support framework across the school community.
Key Improvement Strategy 4.b Parents and carers as partners	Engage the parent community in improving the learning, engagement and wellbeing of their children.

REFERENCE POINTS FOR COMMUNITY MEMBERS WHEN READING THE SCHOOL STRATEGIC PLAN:

The School Strategic Plan (SSP) for Upwey South Primary School has been developed as part of the Department of Education (DET) School Review and Improvement Cycle.

Reference (accessed February 2019): <https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/default.aspx>

Each DET school is required to undertake a school review every four years, with an accredited panel of reviewers (inclusive of Victorian Registration and Qualifications- VRQA Frameworks). Following the review period, the panel formulate a recommended series of goals for the school to focus upon over the next four year cycle. Within each four year period, the school writes an Annual Implementation Plan (AIP) which specify the key improvement strategies for each twelve month period.

The panel's recommended goals are then outlined in a school's SSP. At the completion of the four-year cycle, a review period is again undertaken to assess the school's performance within each of the goals in the SSP. The review and assessment cycle makes reference to the DET Framework for Improving Student Outcomes (FISO).

Reference (accessed February 2019) <https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/improvement-model.aspx>

Achievement targets for each school are set for a school based upon statewide education targets, and are considerate of the school's Student Family Education Occupation Index (SFOE). Each performance target is set by the review panel and is designed to be achievable for the school.

The SFOE is a measure of a school's demographical representation, in comparison to other schools across the state.

Reference (accessed February 2019) <https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/performanceindex.aspx>

The Education State Targets outline the broader direction of education within the state of Victoria. These targets provide community members with information about initiatives and funding being utilized to support schools; promoting a school's contribution towards the achievement of these targets.

Reference (accessed February 2019) <https://www.education.vic.gov.au/about/educationstate/Pages/targets.aspx>