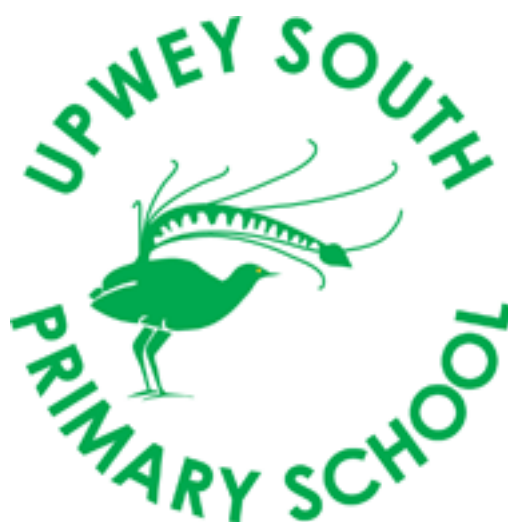


# School Strategic Plan 2022-2026

Upwey South Primary School (4894)



Submitted for review by Damien Kitch (School Principal) on 08 December, 2022 at 10:22 PM

Endorsed by Scott Crawford (Senior Education Improvement Leader) on 08 December, 2022 at 10:27 PM

Endorsed by Rachel Morrissey (School Council President) on 13 December, 2022 at 10:14 AM

# School Strategic Plan - 2022-2026

Upwey South Primary School (4894)

<b>School vision</b>	<p>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.</p> <p>Note: In early 2023, Upwey South Primary School will be undergoing a consultative based review of the school's vision to encompass increased voice from students and parents/carers. This is an action which was self-identified from the School Review Process held during Term Three and Term Four 2022.</p>
<b>School values</b>	<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"><li>- for oneself, the environment, and the rights of others.</li></ul> <p>Actions:</p> <ul style="list-style-type: none"><li>- Be polite, kind and thoughtful to others.</li><li>- Follow directions the first time.</li><li>- Let my peers learn at their level.</li><li>- Take pride in my learning environment.</li></ul> <p>As a USPS Learner, I always value Responsibility:</p> <ul style="list-style-type: none"><li>- to take action and do what is right, to be kind, and to be courageous.</li></ul> <p>Actions:</p> <ul style="list-style-type: none"><li>- Move around the school safely.</li><li>- Place learning tools and equipment in the correct place.</li><li>- Help others with their learning.</li></ul> <p>As a USPS Learner, I always value Resilience:</p> <ul style="list-style-type: none"><li>- to approach learning challenges with insight and enthusiasm.</li></ul> <p>Actions:</p> <ul style="list-style-type: none"><li>- Act positively when given feed-forward.</li><li>- Monitor my emotions with a positive mindset.</li><li>- Bounce-back when faced with challenges.</li></ul>

	<p>- Apply strategies to engage proactive with my learning.</p> <p>Note: In early 2023, Upwey South Primary School will be undergoing a consultative based review of the school's values to encompass increased voice from students and parents/carers. This is an action which was self-identified from the School Review Process held during Term Three and Term Four 2022.</p>
<b>Context challenges</b>	<p>The Panel found that the Upwey South Primary School had made some progress in developing empowered, self-regulating and engaged learners, but that this wasn't fully reflected in the AtoSS survey data in 2021. The Panel found much evidence across the Upwey South Primary School of engaged learners and empowered, especially among the junior and middle cohorts. Within the next stage of continuous improvement the Panel recommends a empowering opportunities for student voice and student agency, as the school moves beyond the influences of challenges from Remote Learning, and confidently moves from 'surviving' to 'thriving'.</p> <p>Upwey South Primary School showed phenomenal growth in Literacy, as one of the highest achieving schools in the Outer Eastern Region. The Panel recommended that Upwey South Primary School re-evaluate and document Mathematics scope and sequences, plus documentation aligned with the Victorian curriculum. The Panel noted that the commitment to PLC over the next SSP will help create a guaranteed and viable curriculum and continuum in Mathematics.</p> <p>The Panel noted that following the restrictions of Remote Learning, the teaching staff are eager to re-engage in a formal coaching and collegiate program.</p>
<b>Intent, rationale and focus</b>	<p>Over the course of this School Strategic Plan (SSP) the school is committed to:</p> <ul style="list-style-type: none"> <li>- improve numeracy outcomes for all students</li> <li>- strengthen student voice, student agency, and student leadership</li> <li>- broaden professional partnerships to improve student outcomes.</li> </ul> <p>The school will continue to focus upon continuous improvement through the following 'change lens':</p> <ul style="list-style-type: none"> <li>- Sustainable Improvement Phase 1. STRUCTURES drive behaviours</li> <li>- Sustainable Improvement Phase 2. BEHAVIOURS drives practice</li> <li>- Sustainable Improvement Phase3. PRACTICE drives culture</li> </ul>



# School Strategic Plan - 2022-2026

Upwey South Primary School (4894)

<b>Goal 1</b>	To improve numeracy outcomes for all students.
<b>Target 1.1</b>	Increase the percentage of Year 5 students in the top two NAPLAN bands in numeracy from 28% (2021) to 32% (2026).
<b>Target 1.2</b>	Decrease the percentage of Year 5 students in the bottom two NAPLAN bands in numeracy from 21% (2021) to 10% (2026).
<b>Target 1.3</b>	Increase the percentage of students (F-6) attaining at/above standard in “Number and Algebra”, from 76% (2021) to 85% (2026), in teacher judgement
<b>Target 1.4</b>	Increase the percentage of Year 5 students in NAPLAN benchmark growth in numeracy from 11% (2021) to 20% (2026).
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all teaching staff to use evidence-based practice and draw on research to inform their practice.
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of tier 1,2 and 3 students.

growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.c</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	Refine systems and practices to support on-going data analysis and application across all levels of the school.
<b>Key Improvement Strategy 1.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teacher capacity to provide effective learning focused feed-forward to students, families and colleagues.
<b>Goal 2</b>	To strengthen student voice, student agency and student leadership.
<b>Target 2.1</b>	By 2026, to improve the percentage of positive responses on the Attitudes to School Survey to the following factors: <ul style="list-style-type: none"> <li>• Learner characteristics and disposition module: Motivation and interest from 56% (2021) to 75%</li> <li>• Social engagement module: Student Voice and Agency from 48% (2021) to 70%</li> <li>• Effective teaching practice for cognitive engagement module: Stimulated learning from 62% (2021) to 80%</li> </ul>
<b>Target 2.2</b>	By 2026, to improve the percentage of positive responses on the School Staff Survey: <ul style="list-style-type: none"> <li>• Teaching and learning module: Professional learning through Peer Observation from 17% (2021) to 50%</li> </ul>
<b>Target 2.3</b>	By 2026, to improve the percentage of positive responses on the Parent Opinion Survey: <ul style="list-style-type: none"> <li>• Student development module: Student Agency and Voice from 68% (2021) to 75%</li> </ul>

<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a systematic and tiered approach to supporting positive behaviour and positive mental health.
<b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a discipline-rich curriculum and pedagogical approach that is responsive, challenging and engaging for all students.
<b>Key Improvement Strategy 2.c</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	Build the capacity of student leaders and the wider community to actively promote a culture of respect and inclusion.
<b>Key Improvement Strategy 2.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Empower students to set challenging learning goals and monitor their own growth.
<b>Goal 3</b>	To broaden professional partnerships to improve student outcomes.
<b>Target 3.1</b>	By 2026, to improve the percentage of positive responses on the Attitudes to School Survey to the following factors: <ul style="list-style-type: none"> <li>• Connection and progress module: Sense of Connectedness from 56% (2021) to 75%</li> <li>• Individual social and emotional wellbeing module: Life Satisfaction from 57% (2021) to 70%</li> </ul>

<b>Target 3.2</b>	<p>By 2026, to improve the percentage of positive responses on the School Staff Survey to the following factors:</p> <ul style="list-style-type: none"> <li>• School climate module: Collective efficacy from 68% (2021) to 75%</li> <li>• School climate module: Guaranteed &amp; Viable Curriculum from 58% (2021) to 75%</li> </ul>
<b>Target 3.3</b>	<p>By 2026, to improve the percentage of positive responses on the Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Student cognitive engagement module: Student Motivation and Support from 71% (2021) to 80%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen active partnerships with specialist services, education providers and community organisations to provide responsive support to students.
<b>Key Improvement Strategy 3.b</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	Promote and engage students in systematic programs to enrich mental and physical health and social-emotional wellbeing.