

School Strategic Plan 2021-2025

Portland South Primary School (4750)



Submitted for review by Vicki Fisher (School Principal) on 11 February, 2022 at 02:16 PM

Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 11 February, 2022 at 02:18 PM

Endorsed by Vanessa Trickey (School Council President) on 18 February, 2022 at 11:37 AM

School Strategic Plan - 2021-2025

Portland South Primary School (4750)

School vision	Portland South Primary School aspires to provide a safe, supportive and engaging educational environment in which all children are nurtured to achieve their potential. Portland South Primary School will empower students to challenge themselves to engage in fun, stimulating and rigorous learning activities where they seek to excel and be the best they can. We will prepare children to be happy, kind, respectful and contributing members of society with the skills to flourish socially, emotionally, and educationally.
School values	We Respect, We Challenge, We Believe, We Achieve. Our values underpin everything we do at Portland South. Students are taught the school values explicitly throughout the year.
Context challenges	<p>Portland South Primary School was established in 1962 to serve the needs of the many young families moving into a growing residential area. Our school community works together to collaboratively nurture, motivate and educate our children to become inquiring and passionate lifelong learners. Portland South is a dynamic learning community where parents, staff and students share a common goal and commitment to educational excellence and growth. The school community and members of school council are committed to ensuring that all students reach their maximum potential and our dedicated teachers and support staff who work alongside each other to help all children achieve to the best of their ability. Our staff have high expectations and we aim to provide the best education possible for all students, ensuring they develop a wide variety of skills that will enable them to take responsibility for their own learning and to prepare them for an ever-changing world.</p> <p>Some of the challenges that we have faced include:</p> <ul style="list-style-type: none">- Ensuring that structures are in place to deal with an increase in staff members and students, as we continue to grow. In 2022 we are implementing a new School Improvement Team structure to build staff leadership capabilities and to further support the Principal to effectively implement whole-school improvement. We will also work to provide greater clarity of staff roles and responsibilities.- Ensuring our whole school Professional Learning Community and Professional Learning Teams are effective and purposeful and are aimed at building teacher capabilities and improving student outcomes. Staff will be working collaboratively to further build their skills to monitor the impact of their teaching and learning.- Further development of curriculum documentation and strengthening of teachers' data literacy would be beneficial.- Attendance Data has declined over the past few years, and the challenge over the next School Strategic Plan is to improve this.- Develop and implement strategies that strengthen students' voice in their learning to improve engagement.
Intent, rationale and focus	The process of the self-evaluation, and furthermore the review findings, has highlighted the strengths at Portland South Primary School, and also outlined the focus for the next four years of the School Strategic Plan.

Intent:

- We will create a school that has sufficient leadership structures in place to continue to grow. We have grown from a small school of 53 students to a middle sized school of 117 in six years.
- We will create a whole school approach to high quality teaching and learning practice, with a focus on curriculum development, that will enable the best achievement outcomes for all students.
- We will improve student outcomes in literacy and numeracy, and improve our students' engagement in learning.
- We will continue to develop consistency of practice in their pedagogy and improve their data literacy to better provide point of need teaching and learning for all students.
- We will implement strategies to strengthen student voice and agency, to develop engaged, connected students who are self-motivated, independent, capable and collaborative learners.
- We will further develop our PLC culture to enable staff to together collaboratively as a team to flourish and thrive.
- We will support the wellbeing of each student, and their family to be their best self and to provide them with the necessary skills and support to be successful in life.

Rationale: Our school vision articulates our belief that every child needs to develop knowledge, skills and learning qualities that allow them to achieve their potential. We are confident that by establishing a strong professional learning community where our teachers are supported by processes, structures and resources to build their individual and collective capacity, an increase in student learning growth and achievement will be achieved.

Key Directions for the 2022-2025 School Strategic Plan

What will we prioritise?

- Developing leadership structures and embedding these throughout the school.
- Mathematics will be a key focus in this Strategic Plan. We will review and develop an agreed Instructional Model in relation to Mathematics, as well as improve student achievement data in numeracy.
- Student Wellbeing- We will implement the Mental Health in Primary Schools Initiative. Our newly appointed Mental Health Coordinator will lead the implementation of the Mental Health and Wellbeing Model across our school, and build teacher capabilities and confidence to better identify and support students with mental health concerns. We will work together to implement effective mental health strategies aligned to the social and emotional learning curriculum.
- Parent communication and parent relationships will be a key focus over the next four years. By reconnecting and continuing to build positive partnerships with parents, we will provide the best opportunity for students to achieve success.

School Strategic Plan - 2021-2025

Portland South Primary School (4750)

Goal 1	Maximise the learning growth of all students in Literacy and Numeracy.
Target 1.1	<p>By 2025, decrease the three-year average for the percentage of Year 5 students making below benchmark growth:</p> <ul style="list-style-type: none">• Reading—22% (2018/19/21) to 10% (2023/24/25)• Writing—26% (2018/19/21) to 10% (2023/24/25)• Numeracy—26% (2018/19/21) to 10% (2023/24/25)
Target 1.2	<p>By 2025, increase the three-year average for the percentage of students in the top two NAPLAN bands:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading—54% (2018/19/21) to 60% (2023/24/25)• Writing—39% (2018/19/21) to 45% (2023/24/25)• Numeracy—27% (2018/19/21) to 35% (2023/24/25) <p>Year 5</p> <ul style="list-style-type: none">• Reading—41% (2018/19/21) to 55% (2023/24/25)• Writing—20% (2018/19/21) to 25% (2023/24/25)• Numeracy—18% (2018/19/21) to 25% (2023/24/25)

Target 1.3	<p>By 2024, increase the average percentage of Year 1–6 students achieving at or above expected learning growth (Semester 2 to Semester 2) according to teacher judgement against the Victorian Curriculum:</p> <ul style="list-style-type: none"> • Reading and Viewing—48% (Semester 2, 2019–20) to 90% (Semester 2, 2023–24) • Writing—66% (Semester 2, 2019–20) to 90% (Semester 2, 2023–24) • Number and Algebra—51% (Semester 2, 2020) to 90% (Semester 2, 2023–24)
Target 1.4	<p>By 2025, increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Professional learning through peer observation —90% by 2025 • Instructional leadership—92% (2021) to 95% (2025) • Academic emphasis—85% (2021) to 90% (2025) • Collective efficacy— 87% (2021) to 90% (2025)
Key Improvement Strategy 1.a Building practice excellence	Develop the capacity of leaders and teachers to implement a coherent school improvement plan, with an emphasis on a culture of collaboration and learning.
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop, document and embed agreed whole–school approaches to curriculum planning, assessment and evidence–based instruction.
Key Improvement Strategy 1.c Evaluating impact on learning	Build teacher capacity to use assessment data, evidence and feedback to evaluate impact and inform differentiated and responsive teaching.
Goal 2	Improve students' engagement in their learning.

Target 2.1	<p>By 2025, increase the percentage of positive endorsement for SSS survey factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice— 85% (2021) to 90% (2025) • Support growth and learning of whole student—100% (2021) to maintain at 100% (2025)
Target 2.2	<p>By 2025, increase the percentage of positive endorsement for AToSS factors:</p> <ul style="list-style-type: none"> • Student voice and agency—88% (2021) to 95% (2025) • Motivation and interest—91% (2021) to 95% (2025) • Stimulating learning—93% (2021) to 95% (2025)
Target 2.3	<p>By 2025, reduce the percentage of Prep to Year 6 students with 20 or more days absence per year:</p> <ul style="list-style-type: none"> • All students—28% (2020) to 20% (2025)
Key Improvement Strategy 2.a Empowering students and building school pride	Activate student voice, agency and leadership to strengthen students' motivation, engagement and empowerment.
Key Improvement Strategy 2.b Empowering students and building school pride	Build student, teacher and parent relationships to enhance students' engagement, self-confidence and growth as learners.

Key Improvement Strategy 2.c Building practice excellence	Implement instructional practices that support students to be reflective, questioning and self-monitoring learners.
Goal 3	Improve the social and emotional wellbeing of all students.
Target 3.1	By 2025, increase the percentage of positive endorsement for SSS factors: <ul style="list-style-type: none"> • Trust in students and parents— 89% (2021) to 94% (2025) • Parent and community involvement— 86% (2021) to 90% (2025)
Target 3.2	By 2025, increase the percentage of positive endorsement for AToSS factors: <ul style="list-style-type: none"> • Emotional awareness and regulation—82% (2021) to 90% (2025) • Perseverance—88% (2021) to 95% (2025) • Emotional awareness and regulation—82% (2021) to 90% (2025) • Resilience—xx% (2022) to 85% (2025)* <p>*New survey factor. Benchmark to be set and target adjusted when 2022 AToSS data is available.</p>
Key Improvement Strategy 3.a Vision, values and culture	Develop a school community culture that fosters lifelong learning, positivity and resilience.
Key Improvement Strategy 3.b Health and wellbeing	Build staff capability to respond to the wellbeing needs of students, especially those at risk of disengaging, to maximise their participation in learning.
Key Improvement Strategy 3.c	Implement tiered and responsive approaches to support student wellbeing and inclusion.

Health and wellbeing	
----------------------	--