School Strategic Plan 2020-2024

Springside Primary School (8911)

ORIA
State
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Education
and Training

School Strategic Plan - 2020-2024

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School vision	At Springside we deliver excellence. Our community works in harmony to develop creative learners who think, act and contribute positively to an ever-changing world.
School values	Respect Optimism Responsibility Excellence @ Springside we R.O.R.E.
Context challenges	Springside Primary School is located in the City of Caroline Springs in the western suburbs of Melbourne approximately 34 kilometres from the Melbourne Central Business District. The school was originally founded in 2009 as a campus of Caroline Springs College before establishing itself as Springside P-9 College in 2012. In 2017 a further transition occurred with the opening of a local secondary college. In 2020, the school opened as the newly named Springside Primary School. Current enrolments are approximately 801 students and steadily increasing. The Student Family Occupation [SFO] category was 0.5432 and the Student Family Occupation Education [SFOE] index was 0.4121 in 2019–20. The staffing profile of Springside Primary School includes a principal and two assistant principals, 41.04 full-time equivalents [FTE] teachers, 14.74 FTE Education Support [ES] staff, 4.0 FTE office administration staff, Student Welfare and Child Safety Standards Officer, IT technician and a qualified school nurse. The school facilities consist of four main buildings with central open spaces and include portable structures. These house classrooms, a science room, visual and performing arts centre, library and food technology centre. The grounds include a Stephanie Alexander Garden Kitchen Garden, two separate adventure playgrounds, two basketball and netball courts and an oval. The school provides an accredited Out of School Hours Care Program. The school provides an approved curriculum framework differentiated to meet student needs with specialist subjects in performing arts, health and physical education, visual arts, Indonesian, food technology and information and communications technology [ICT].

Intent, rationale and focus	Intent The intent of this Strategic Plan is to achieve improved outcomes for all students Prep-6 through building the pedagogical capacity of educators whilst increasing their content knowledge, consistent delivery of evidence-based practice and providing explicit feedback on their practice. Rationale The school's recent review and self-assessment highlighted: *Student achievement did not meet the expected targets in all areas of Literacy and Numeracy. *There was a decrease in the percentage of students performing above the expected level. *Teachers have a direct impact on student achievement. The relationships built by teachers, along with their ability to plan a differentiated curriculum to meet student needs are vital. *The whole-school adult learning and coaching will support staff to gain clarity, capability and consistency across the school. *The use of formative assessment to regularly check in learning progress was developing although not yet consistent. *Successful practice improvement will be dependent on building a shared understanding of the high impact instructional practices that would empower adults and students as learners. The agreed future foci are outlined below: • Learning achievement and growth for all students • Guaranteed and viable curriculum • Assessment for learning • High impact teaching strategies • Effective use of the agreed instructional model • Adult learning using observation, feedback and coaching • Students as active and empowered learners Focus The following FISO priorities will be the avenue through which improved student outcomes are achieved: *Professional Leadership (Instructional and Shared Leadership) *Excellence in Teaching and Learning (Building Practice Excellence) *Excellence in Teaching and Learning (Curriculum Planning and Assessment) *Excellence in Teaching and Learning (Evidence-based High Impact Teaching Strategies) *Positive Climate for Learning (Intellectual Engagement and Self Awareness) *Positive Climate for Learning (Empowering Students and Building School Pride)

	*Positive Climate for Learning (Health and Wellbeing)

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Goal 1	Improve student learning achievement and growth in literacy and numeracy
Target 1.1	1.1 By 2024, improve the percentage of students achieving in the top two bands of NAPLAN in: Year 3: • reading from 46% [2019] to 57% • writing from 43% [2019] to 54% • numeracy from 29% [2019] to 40% Year 5: • reading from 24% [2019] to 35% • writing from 12% [2019] to 23% • numeracy from 19% [2019] to 30%
Target 1.2	By 2024, the percentage of Year 5 students achieving: increased NAPLAN high benchmark growth: • reading from 18% [2019] to 24% • writing from 21% [2019] to 25% • numeracy from 13% [2019] to 23% decreased NAPLAN low benchmark growth:

	• reading from 30% [2019] to 20% • writing from 27% [2019] to 20% • numeracy from 23% [2019] to 20%
Target 1.3	By 2024, increase the percentage of students assessed as making above expected growth using teacher judgement against the Victorian Curriculum for: • reading and viewing from 24% [2019] to 35% • writing from 11% [2019] to 20% • number and algebra from 14% [2019] to 25%
Target 1.4	By 2024 increase the percentage positive endorsement on the School Staff Survey for: • guaranteed and viable curriculum from 39% [2019] to 70% • teacher collaboration from 36% [2019] to 70% • understand formative assessment from 50% [2019] to 70%
Key Improvement Strategy 1.a Instructional and shared leadership	Define the purpose and processes of the SIT team to implement the school's strategic goals and priorities within a shared and distributed leadership framework
Key Improvement Strategy 1.b Building practice excellence	Develop and embed a whole-school approach to Professional Learning Communities.
Key Improvement Strategy 1.c Curriculum planning and assessment	Embed a guaranteed and viable curriculum including a literacy and numeracy assessment schedule

Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	Build staff capacity to utilise the high impact teaching strategies to support effective teaching and learning practice
Goal 2	Improve student engagement
Target 2.1	By 2024 the percentage positive responses on the Attitude to School Survey will increase for: • sense of confidence from 81% [2019] to 90% • stimulated learning from 84% [2019] to 90% • motivation and interest from 86% [2019] to 90%
Target 2.2	By 2024 the percentage positive endorsement on the School Staff Survey will increase for: • use high impact teaching strategies from 50% [2019] to 70% • use student feedback to improve practice from 38% [2019] to 70% • plan differentiated learning activities from 38% [2019] to 70%
Target 2.3	By 2024 the percentage positive responses on the Parent Opinion Survey will increase for: • effective teaching from 74% [2019] to 85% • student voice and agency from 69% [2019] to 85% • stimulating learning environment from 72% [2019] to 85%
Key Improvement Strategy 2.a	Develop and embed a whole-school approach to position students as active and empowered learners.

Intellectual engagement and self-awareness	
Key Improvement Strategy 2.b Empowering students and building school pride	Develop formal and informal processes for teachers to gather student feedback to differentiate their instruction and build instructional capabilities.
Goal 3	Improve student connectedness
Target 3.1	By 2024 the percentage positive responses on the Attitude to School Survey will increase for: • sense of connectedness from 86% [2019] to 90% • resilience from 83% [2019] to 90% • effective classroom behaviour from 85% [2019] to 90% • managing bullying from 86% [2019] to 90%
Target 3.2	By 2024 the percentage positive responses on the Parent Opinion Survey will increase for: • student connectedness from 85% [2019] to 90% • confidence and resiliency skills from 74% [2019] to 85% • managing bullying from 70% [2019] to 85% • student motivation and support from 72% [2019] to 85%
Target 3.3	By 2024 improve attendance: • decrease the average number of days absent from 16.0 days [2019] to 13.5 days • increase the percentage of students with less than 19.5 days absence from 72% [2019] to 85%

Key Improvement Strategy 3.a Health and wellbeing	Build the processes and practices to embed SWPBS with a continued focus on incorporating and monitoring key SEL approaches.
Key Improvement Strategy 3.b Health and wellbeing	Develop systems and processes to monitor attendance and behaviour, making connections to academic progress, student engagement and wellbeing.