

School Strategic Plan 2019-2023

South Yarra Primary School (0583)



Submitted for review by Neven Paleka (School Principal) on 19 August, 2019 at 11:16 AM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 21 August, 2019 at 06:50 AM

Endorsed by Shelley Freeman (School Council President) on 09 September, 2019 at 10:03 PM

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School vision	<p>Our vision is to strive for a rich, high performing learning community that is inclusive and maximises opportunities for all.</p> <p>South Yarra Primary School recognises that this vision is more likely when School Staff are supported by the wider school community.</p>
School values	<p>South Yarra Primary School recognises the role of effective individualised teaching and learning practices in improving student engagement, alongside the maintenance of a vibrant and positive school culture with a shared enthusiasm for learning. In addition, the following values are actively promoted to students as per South Yarra Primary School's Student Welfare and Behaviour Policy, with an understanding that they contribute significantly to student engagement and wellbeing:</p> <ul style="list-style-type: none">• Respect• Friendliness• Responsibility• Valuing differences• Including others• Caring for others <p>We foster the values promoted through the "Better Buddies" program; Alannah and Madeline Foundation.</p> <p>The principles of Organisation, Confidence, Persistence, Getting Along and Resilience as explored through the You Can Do It program complimenting the above values.</p> <p>Teaching and Learning team practices at South Yarra Primary School are underpinned by the following set of values:</p> <ul style="list-style-type: none">• Respect for each other and the environment in an atmosphere that fosters honesty, trust and tolerance.• Commitment to each other in an atmosphere that fosters honesty, trust and tolerance.• Quality teaching and learning.• Teamwork to achieve the best possible outcomes for all.• Celebration of the positive contributions made by individuals and groups in our school community.
Context challenges	<p>The school's staffing profile consists of an aggregate of 34 staff positions of which 26 are teaching staff and we have 8 ES staff. The staffing structure includes, 2 Principal Class Officers, 1 Leading Teacher, 3 Acting Leading Teachers, Business Manager, 2 Learning</p>

	Specialists, 26 teachers, 4 Student Support Staff (1 Librarian technician and 1 EAL Support), 3 Admin staff, 3 Specialist teachers,. We have developed Educational Partnerships with consultants: Vivien Smith, and Jennifer Bowden who will work in the school.
Intent, rationale and focus	<p>Intent: to optimise and accelerate the learning growth of every student in literacy and numeracy</p> <p>Rationale: to build on the work of the previous SSP and the use of consistent planning and data collection processes</p> <p>Focus: to have the school's agreed pedagogical model embedded in every classroom so that consistently high quality teaching will occur.</p> <ul style="list-style-type: none"> o Continue to refine and embed the SYPS Pedagogical Model o Continue to increase student ownership in learning o Continue to build leadership capacity in the school o Continue to embed student wellbeing programs to build social and emotional intelligence

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Goal 1	Improve student achievement in literacy and numeracy.
Target 1.1	Increase the percentage of students achieving in the top two bands at Year 5 in NAPLAN: <ul style="list-style-type: none">• Reading, from 57% to 70% or greater• Writing, from 17% to 35% or greater• Numeracy, from 57% to 60% or greater
Target 1.2	The percentage of students that achieve 12 months growth or higher in the Teacher Judgements against the Victorian Curriculum standards from Prep to Year 6, will increase in <ul style="list-style-type: none">• reading and viewing from 81% to 85%• writing from 82% to 85%• number and algebra from 89% to 90%* <p>(The school will insert the percentages scores for student growth from the 2018 Teacher Judgements once available*)</p>
Target 1.3	Increase the percentage of positive responses in the Attitudes to School Survey for the following factors: <ul style="list-style-type: none">• Differentiated learning challenge from 80% to 85% or greater• Stimulated learning from 74% to 80% or greater• Learning Confidence from 75% to 80% or greater

Target 1.4	The percentage of positive responses in the Staff Opinion Survey of the School Climate module for the factor of Collective Efficacy will increase from 87% to 90% or greater
Target 1.5	Increase the percentage of positive responses in the Parent Opinion Survey for the following factors: <ul style="list-style-type: none"> • High expectation for success from 76% to 80% or greater • Student motivation and support from 80% to 85% or greater • Effective teaching from 81% to 85% or greater
Key Improvement Strategy 1.a Building practice excellence	Embed a culture of high expectations and aspirations for all learners.
Key Improvement Strategy 1.b Building practice excellence	Build teacher capabilities through targeted professional learning to utilise explicit instruction to provide student-centered learning and build supportive relationships
Goal 2	Empower students to be active agents in their learning
Target 2.1	Increase the percentage of positive responses to the following factors of the POS <ul style="list-style-type: none"> • Student agency and voice from 76% to 80% or greater • Student motivation and interest from 76% to 80% or greater
Target 2.2	The school will develop its own student survey with approximately 4 questions in 2019 to gather perceptions of the students in Prep to Year 6 of student agency in their learning and their capacity to identify and articulate the next stages in their learning. This information will be used to develop benchmark data that will be used to develop targets for this goal in the 2020 -2023 strategic plan.

Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Build staff capabilities to embed consistent and explicit high impact teaching strategies that encourage students to have ownership of their learning
Key Improvement Strategy 2.b Empowering students and building school pride	Develop a strategy to empower students to take responsibility for their learning by utilising goal setting and two-way feedback
Goal 3	Ensure students are motivated, resilient, willing to contribute to the wellbeing of themselves and others
Target 3.1	Increase the percentage of positive responses in the Attitudes to School Survey to the following factors: <ul style="list-style-type: none"> • Resilience from 76% to 80% or greater • Learning Confidence from 78% to 85% or greater • Sense of Inclusion from 87% to 90% or greater
Target 3.2	Increase the percentage of positive responses in Parent Opinion Survey to the Confidence and Resilience skills factor from 84% to 87% or greater.
Key Improvement Strategy 3.a Health and wellbeing	Embed a whole school strategy for the teaching of social and emotional health that utilises programs to improve student wellbeing and safety
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Provide learning experiences that build student resilience, risk taking and learning from mistakes across all curriculum areas.

