

St Kilda Park Primary School 2460

Strategic Plan 2018-2021

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	..... Neil Scott [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]
School council:	..... Mette Aiken-Petersen [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]
Delegate of the Secretary:	..... Sarah Burns [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus																		
<p><i>[Drafting Note (DN): 100 word limit]</i></p> <p>St Kilda Park Primary School seeks to develop an inclusive, creative and reflective learning culture. This culture connects students to their world and equips them with the necessary skills, knowledge, attitudes, behaviours and values to become active members of the community.</p> <p>The school encourages a sense of community that respects the contribution and rights of all its members. The school provides a secure, stimulating and nurturing environment in which students are encouraged to take responsibility for their own behaviour and to respect the rights and needs of others. Amongst a range of ideals, we value positive relationships, teachers being addressed by first names, the teaching of philosophy, leadership opportunities for all students and no school uniform. Efforts are made to ensure that the school's wider community is actively involved to enrich school life and ensure that individual backgrounds and experiences are acknowledged and affirmed.</p>	<p>Four core values guide community life, teaching and learning at St Kilda Park Primary School.</p> <p>These values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community.</p> <table border="1"> <thead> <tr> <th colspan="3">STKILDA PARK PRIMARY SCHOOL VALUES</th> </tr> <tr> <th>VALUE</th> <th>THIS MEANS</th> <th>EXPECTED BEHAVIOURS</th> </tr> </thead> <tbody> <tr> <td>RESPECT</td> <td>Fairness Strength Trust Honesty Sincerity Self-control</td> <td>Taking turns Listening Looking after possessions Looking after the environment Speaking politely Being fair Being kind to others Being at school on time</td> </tr> <tr> <td>CREATIVITY</td> <td>Originality Imagination Initiative Persistence Knowledge</td> <td>Building skills Teamwork Valuing differences Exploring Standing up for what you believe Encouraging others Solving problems</td> </tr> <tr> <td>ENTHUSIASM</td> <td>Learning Hard work Commitment Purpose Success</td> <td>Setting goals Applying yourself to the best of your ability Wanting to learn Taking pride in achievements Willing to work as part of a team Participating in all activities Giving constructive advice and feedback Sharing responsibilities</td> </tr> <tr> <td>RESILIENCE</td> <td>Humour Initiative Flexibility Courage Persistence</td> <td>Having a sense of humour Taking risks Self-control Making good choices Having an optimistic outlook Seeking alternatives</td> </tr> </tbody> </table>	STKILDA PARK PRIMARY SCHOOL VALUES			VALUE	THIS MEANS	EXPECTED BEHAVIOURS	RESPECT	Fairness Strength Trust Honesty Sincerity Self-control	Taking turns Listening Looking after possessions Looking after the environment Speaking politely Being fair Being kind to others Being at school on time	CREATIVITY	Originality Imagination Initiative Persistence Knowledge	Building skills Teamwork Valuing differences Exploring Standing up for what you believe Encouraging others Solving problems	ENTHUSIASM	Learning Hard work Commitment Purpose Success	Setting goals Applying yourself to the best of your ability Wanting to learn Taking pride in achievements Willing to work as part of a team Participating in all activities Giving constructive advice and feedback Sharing responsibilities	RESILIENCE	Humour Initiative Flexibility Courage Persistence	Having a sense of humour Taking risks Self-control Making good choices Having an optimistic outlook Seeking alternatives	<p><i>[DN: What is your school's current context? From your self-evaluation and review, what are your school's key challenges? This could include reference to specific cohorts within the school, including high ability, Koorie and refugee. 300 word limit]</i></p> <p>St Kilda Park Primary School was founded in 1882 and is located in inner suburban bay-side Melbourne. St Kilda is a diverse neighbourhood with a high population density. Our 2017 SFO of 0.182 (check) reflects an affluent community with overall very low levels of social disadvantage. The school facilities include the original two storey brick building, flexible teaching spaces that are a combination of permanent and relocatable buildings, a library, multipurpose centre and specialist teaching spaces including a kitchen garden and kitchen. The school has an agreement with Parks Victoria to utilise adjoining ovals during the school day to complement its hard-court play areas. The school operates a Designated Neighbourhood Zone which allows us to manage the numbers of new enrolments and means our students live in close proximity to the school. The school currently has 357 students and it is anticipated that there will be a very slight increase over the next three years. Foundation students are drawn from approximately 15 pre-schools. Classes are organised into four levels: Foundation, and then composite age classes at Year 1 and 2, Year 3 and 4 & Years 5 and 6. The school's current staffing profile consists of the principal, assistant principal and 15 classroom, five specialist and one intervention teaching position. There is a Business Manager and an Office Manager and seven part-time education support staff. The school covers all domains of the Victorian Curriculum standards and provides a differentiated curriculum that promotes thinking and reasoning skills. Specialist programs are currently provided for Italian, Library and Visual and Performing Arts. Our recent school review reinforced the key challenges faced by the school that also informed our previous Strategic Plan. Whilst overall academic results are strong and improving, we can identify a plateau in achievement for our high-ability students as they progress through the school. The proportion of students achieving in the top two NAPLAN bands at Year 3 tends to reduce by Year 5 in line with state trends. Student Opinion Survey data also demonstrates relatively low percentage endorsement in the areas of stimulating learning and teacher effectiveness. Recent work on data literacy and differentiation appears to be starting to have an effect in both of these areas. Whilst overall parent opinion appears to be positive towards the ethos and climate of the school as a welcoming and nurturing environment, scores for Learning focus and reporting remain low – we appear not to be seen as a school that challenges its learners or meaningfully involves parents in their child's learning.</p>	<p><i>[DN: Given your context and findings from your self-evaluation and review: What is your school trying to achieve? (intent) Why is this important? (rationale) What are you prioritising? How will the Strategic Plan unfold over 4 years? (focus)]</i></p> <p>Over the course of this Strategic Plan, we look to build upon and further improve a positive, stable and successful school that has made clear improvements during the most recent Strategic Plan. A key goal identified during the recent review was to ensure that each student makes a minimum of 12 months progress in their learning each year. To do this the school will continue to build on the data literacy and collaborative Professional Learning Community model that has already led to improved outcomes for our students. In addition, the school will also undertake work in the area of Growth Mindset in order to inform student, staff and community perceptions around what successful learners do and what successful learning looks like. This will provide a greater level of challenge and encourage all of our students to take on that challenge, even if this appears difficult. Through this 'Growth Mindset' focus we are aiming to increase our student opinion data around stimulating learning and teacher effectiveness. This focus will also extend to how we better engage our parent community, in particular how we more regularly communicate and report on student progress and learning growth. This work is important because our review suggests that whilst academic results remain very strong and staff-student and peer relationships and behaviour are excellent, student perception of the effectiveness of their teaching and willingness to take ownership of their learning and challenge themselves are areas that can improve. Our students and parent community generally feel positive towards the ethos, values and climate of the school but there is clear room for improvement on perceptions of our teaching and learning program as challenging, rigorous and stimulating. Parents believe the way that the school involves them in their child's learning and effectively communicates academic growth and timely, relevant learning goals could improve. The initial focus on this Strategic Plan will be to develop and embed a shared and common understanding of what the school believes a Growth Mindset to be and why it is so important to our journey going forward. Starting with the staff and then extending to our students and parents, extensive work will be done in this area. Following this work will be done to develop structures, tools and skills to ensure that learning is seen in the context of growth and students continually challenge themselves and seek to improve. Work will be done to build greater student voice and agency. Alongside this we will continue to build the data literacy of staff to allow them to monitor, track and plan for their students point of need, in particular the priority cohort of student achieving above age expectation.</p>
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Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p><i>[DN: Goals are SMART statements that define the outcomes your school is striving to achieve, expressed in terms of student achievement, engagement and/or wellbeing, and that are inclusive of all students.]</i></p> <p>To ensure that every student makes a minimum of 12 months learning growth in literacy and numeracy each year.</p>	<p><i>[DN: Based on the key findings for improvement, what are your school's Improvement Priorities, and its one or two Improvement Initiatives for key focus?]</i></p> <p>FISO Priority:</p> <ul style="list-style-type: none"> • Excellence in Teaching and Learning <p>FISO Initiative(s):</p> <ul style="list-style-type: none"> • Building Practice Excellence • Curriculum Planning and Assessment 	<p><i>[DN: What are the high-level actions your school will undertake over the next four years to achieve your goals and targets? List chronologically from most immediate, short, medium to longer term strategies]</i></p> <ul style="list-style-type: none"> • Develop a shared and common understanding of the concept of a growth mindset. • Develop the structures, tools and skills to support a culture where improvement is seen in terms of learning growth. • Build the data literacy of staff to analyse and utilize data to plan for point of need student learning and monitor learning growth • Develop the professional learning structures and processes to ensure consistent instructional practices to engage students in challenging learning. • Provide the learning tools and strategies to enable students to develop greater agency in learning. 	<p><i>[DN: Associated four-year targets for measuring the successful achievement of your goal. Targets should describe impact on student achievement, engagement and/or wellbeing. This could include specific targets for student cohorts within the school, including high ability, Koorie and refugee.]</i></p> <ul style="list-style-type: none"> • The proportion of students in the top 2 bands of NAPLAN in Reading, Writing and Numeracy will be maintained from year 3 to year 5. • Relative Learning Growth for NAPLAN Writing and Numeracy will be at or above that for similar schools. • The learning growth for students in Reading, Writing and Numeracy will be a minimum of 1 Victorian Curriculum level each year as measured by teacher judgement. • The percentage positive response on the Student Attitude to School Survey for; <ul style="list-style-type: none"> • Differentiated Learning Challenge, Stimulated Learning, Motivation and Interest, Self-Regulation and Goal Setting, Student Voice and Agency will increase.
<p><i>[DN: Goals are SMART statements that define the outcomes your school is striving to achieve, expressed in terms of student achievement, engagement and/or wellbeing, and that are inclusive of all students.]</i></p> <p>To strengthen the partnership with the school community to achieve expected learning growth for all students.</p>	<p><i>[DN: Based on the key findings for improvement, what are your school's Improvement Priorities, and its one or two Improvement Initiatives for key focus?]</i></p> <p>FISO Priority:</p> <ul style="list-style-type: none"> • Community Engagement in Learning <p>FISO Initiative(s):</p> <ul style="list-style-type: none"> • Parents and Carers as Partners 	<p><i>[DN: What are the high-level actions your school will undertake over the next four years to achieve your goals and targets? List chronologically from most immediate, short, medium to longer term strategies]</i></p> <ul style="list-style-type: none"> • Develop a shared understanding of a growth mindset and the potential impact for student learning with the school community. • Develop effective communication channels, including webtools that support parents to be active contributors in their child's learning. • Introduce continuous reporting to provide timely and detailed information on their child's growth and learning goals. • Develop a shared community understanding of student absences and how this impacts on student learning. 	<p><i>[DN: Associated four-year targets for measuring the successful achievement of your goal. Targets should describe impact on student achievement, engagement and/or wellbeing. This could include specific targets for student cohorts within the school, including high ability, Koorie and refugee.]</i></p> <ul style="list-style-type: none"> • Improved ratings on the Continua for School Improvement for FISO initiatives: <ul style="list-style-type: none"> • Building Practice Excellence • Curriculum Planning and Assessment • Parents and Carers as Partners • Improved Parent Opinion survey data for: <ul style="list-style-type: none"> • Learning Focus • Reporting • General Satisfaction • The average absence days will be at or less than similar schools.