

# School Strategic Plan 2021-2025

St Kilda Park Primary School (2460)



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# School Strategic Plan - 2021-2025

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<p><b>School vision</b></p>	<p>Our vision is to create a challenging learning community where students strive to be curious and creative thinkers. We build a progressive and nurturing culture underpinned by kindness, collaboration and inclusion.</p>
<p><b>School values</b></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> <p>Our school value of Resilience means persistence, courage, a growth mindset, staying positive, an understanding that struggle and mistakes are an important part of the learning process, and flexibility. Our community demonstrate this value when we seek out challenges, try new things, demonstrate a growth mindset, have a sense of humour, collaborate, step out of our comfort zones, solve minor problems independently and seek alternatives</p> <p>Kindness means respect, caring, empathy, support for others, honesty, and celebrating diversity. We demonstrate kindness when we accept and include others, take turns &amp; share, apologise, show empathy &amp; good manners, care for our environment &amp; belongings, are welcoming &amp; encouraging, and value difference. We communicate openly.</p> <p>Creativity means individuality, imagination, originality, demonstrating initiative, persistence, problem-solving and thinking 'Outside of the Box'. We are Creative when we express ourselves through arts and creative activities, struggle and make mistakes in our learning, when we find imaginative solutions to problems and when we collaborate and engage in meaningful discussion and dialogue.</p> <p>Curiosity means questioning, higher-order and critical thinking, hard work, seeking and providing feedback and student agency and voice. We show curiosity when we ask questions and challenge each other, collaborate, explain &amp; reflect, when we are exploring and taking risks, seeking out challenges and by pursuing passions and interests.</p>
<p><b>Context challenges</b></p>	<p>St Kilda Park Primary School was founded in 1882 and is located in inner suburban bayside Melbourne. St Kilda is a diverse neighbourhood with a high population density. Our 2022 SFOE of 0.1306 reflects an affluent community with overall very low levels of social disadvantage.</p> <p>The school facilities include the original two storey brick building, flexible teaching spaces that are a combination of permanent and</p>

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 341 students and it is anticipated that there will be a very slight increase over the next four 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, two Assistant Principals and 15 classroom teachers, three specialist teachers and one intervention teacher. There is a Business Manager, 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 and Visual and Performing Arts. Students have access to a wide range of extracurricular activities, especially in music with instrumental music tuition, school choirs and a parent-run orchestra all well supported by our community.

Our 2021 school review highlighted the key challenges faced by the school which will be the focus of our actions over the course of this Strategic Plan. Whilst academic results are very strong in most areas with relative growth being better than similar schools, recent NAPLAN data shows that our students are not progressing as well in their Writing. The review found that whilst there was a shared and agreed instructional model for other subject areas, consistent approaches to writing were yet to be embedded. Whilst there had been a focus on improving the teaching of writing over the previous strategic plan, COVID-19 restrictions limited the opportunities for the school to maintain its writing improvement agenda. This work on the teaching of Writing will therefore continue into this new strategic plan.

There are also concerns arising from our annual Student 'Attitudes to School Survey', completed by our Year 4-6 students. Goals that we set ourselves to improve student positive responses around Differentiated Learning Challenge, Stimulated Learning, Motivation and Interest, Self-Regulation and Goal Setting and Student Voice and Agency were not met and remain below that of similar schools. It is clear that, whilst almost all of our school community, including staff, families and visitors find our school to be a welcoming, calm and purposeful learning environment, this is not reflected in this survey data. Our Parent Opinion Survey data remains excellent in almost all areas, reflecting a marked difference between parent and student perceptions of their learning.

Student attendance continues to be a concern and we have not seen any real success in reducing average absence days over the last four years, although the impact of COVID in 2020 and 2021 makes this data harder to interpret. Whilst student absences haven't decreased, from 2017 - 2019, they were increasing at a slower rate than in similar schools. Since COVID, they appear to have reduced in 2020, were at the same level as similar schools and in 2021 were lower than similar schools. This positive trend in absences may reflect the fact that families were unable to take overseas and interstate holidays for most of these years - a key driver of our previously high absence rates.

**Intent, rationale and focus**

Throughout this Strategic Plan, St Kilda Park Primary School will focus on the key goals and actions identified during the school review.

Our major areas of focus will be on maximizing student learning growth and outcomes through work on a consistent high-quality instructional practice (especially in Writing) and student voice and agency and strengthening student wellbeing by further developing our whole-school approaches to social and emotional learning and engaging with parents and carers.

An analysis of the school's 2021 NAPLAN identified that benchmark growth in writing achievement was below similar schools and so work will be targeted at our instructional model in this area and teacher ability to collaborate, analyse data, and design learning based on student point of need. Survey data evidenced the need for a future focus to empower students in learning as evidenced by low student positive endorsement of student voice and agency in the student survey.

The review found that whilst effective whole-school approaches to wellbeing were in place, the return of students after eighteen months of remote learning may require ongoing review of practices and processes to ensure learning achievement and wellbeing were targeted. Effective partnerships with parents, carers, and families were central in the provision of wellbeing and ensuring high levels of connectedness were necessary to impact positive learning growth and outcomes.

Over the four years, we will begin by prioritising high-quality instructional practice, initially through work on High Impact Teaching Strategies of learning intentions and success criteria, questioning, feedback and dialogue and the embedding of our whole school wellbeing approach and an ongoing reporting model that meaningfully engages families in their child's learning. In later years of the plan, we will then focus specifically on teacher collaboration in Professional Learning Communities and a whole-school instructional model for Writing.

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<b>Goal 1</b>	Maximise student learning growth and outcomes.
<b>Target 1.1</b>	<p>By 2025 increase the percentage of students at and above NAPLAN benchmark growth in numeracy, reading and writing at:</p> <p>Year 5:</p> <ul style="list-style-type: none"><li>• numeracy from 82% (2021) to 85%</li><li>• reading from 77% (2021) to 80%</li><li>• writing from 69% (2021) to 75%</li></ul>
<b>Target 1.2</b>	<p>By 2025 increase the number of students in the top two NAPLAN bands in numeracy, reading and writing:</p> <p>Year 3:</p> <ul style="list-style-type: none"><li>• numeracy from 49% (2021) to 60%</li><li>• reading from 81% (2021) to 82%</li><li>• writing from 60% (2021) to 68%</li></ul> <p>Year 5:</p> <ul style="list-style-type: none"><li>• numeracy from 60% (2021) to 61%</li><li>• reading from 68% (2021) to 70%</li><li>• writing from 23% (2021) to 30%</li></ul>

<b>Target 1.3</b>	<p>By 2025 increase the percentage of students achieving 12 months growth each year in (teacher judgements):</p> <ul style="list-style-type: none"> <li>• mathematics in number and algebra from 75% (2020) to 90%</li> <li>• reading and viewing from 82% (2020) to 90%</li> <li>• writing from 77% (2020) to 90%</li> </ul>
<b>Target 1.4</b>	<p>By 2025 increase positive endorsement in Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> <li>• stimulated learning from 72% (2020) to 77%</li> <li>• student voice and agency from 51% (2020) to 63%</li> <li>• motivation and interest from 72% (2020) to 77%</li> <li>• self-regulation and goal setting from 78% (2020) to 82%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Strengthen a whole-school approach to high-quality instructional practice
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Embed an effective PLC approach
<b>Key Improvement Strategy 1.c</b> Empowering students and building school pride	Empower students as agents of their own learning.

<b>Goal 2</b>	Strengthen student wellbeing.
<b>Target 2.1</b>	By 2025 increase teacher positive endorsement in the School Staff Survey factors of: <ul style="list-style-type: none"> <li>• collective responsibility from 85% (2020) to 90%</li> <li>• parent and community involvement 88% (2020) to 90%</li> <li>• staff trust in students and parents 84% (2020) to 85%</li> </ul>
<b>Target 2.2</b>	By 2025 increase parent endorsement in the Parent Opinion Survey factors of: <ul style="list-style-type: none"> <li>• student voice and agency 75% (2020) to 78%</li> <li>• stimulated learning 78% (2020) to 80%</li> </ul>
<b>Target 2.3</b>	By 2025, attendance (three-year average) - decrease the percentage of students with 20 or more absence days from 21% (2018 - 2020) to 16% (2022 – 2024)
<b>Key Improvement Strategy 2.a</b> Health and wellbeing	Embed whole-school approaches to wellbeing.
<b>Key Improvement Strategy 2.b</b> Health and wellbeing	Build teacher capability to identify and respond to student wellbeing needs.
<b>Key Improvement Strategy 2.c</b> Parents and carers as partners	Enhance engagement with parents and carers, and the broader community.

