

School Strategic Plan 2023-2027

Syndal South Primary School (4924)



Submitted for review by Helen Freeman (School Principal) on 29 February, 2024 at 08:31 AM
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School vision	To promote a culture of high expectations and excellence through the provision of a teaching and learning environment that challenges, stimulates and nurtures. Students to be self-motivated, resilient, and reflective learners, who think critically and creatively. Experiencing success as literate and numerate students, they will be positively engaged members of their local and global community.
School values	<p>Syndal South Primary School embraces five core values which form the actions for the whole school. These values are actively promoted and underpin all levels of operation throughout the school.</p> <p>Respect - a commitment to the rights of self, others, and the environment</p> <p>Curiosity - wondering about and exploring themselves and the world</p> <p>Resilience - building a positive attitude, having the confidence and persistence to face, overcome and grow with life's challenges</p> <p>Integrity - being honest and fair, being true to oneself</p> <p>Care - showing kindness and consideration.</p>
Context challenges	<p>In 2023, at the time of the review the enrolment numbers were approximately 349 students. Over the past four years, enrolments decreased by 47 students.</p> <p>The demographic of the school student population is continuing to change, with an increase in the number of students from overseas or from families with an additional language.</p> <p>At SSPS like all schools, the impact of COVID-19 has been significant and influenced student and staff wellbeing, engagement, attendance, and performance. As a result, these added notable challenges and complexities to the 2019-2023 Strategic Plan.</p> <p>From our self-evaluation and review, we consider the school key challenges moving into a new Strategic Plan to be:</p> <ul style="list-style-type: none"> -Academic growth for all students with a focus on ensuring that students are challenged and learning is effectively differentiated -Maintaining our focus on effective teaching practices in literacy, whilst continuing to build on the teaching practices of mathematics across the school -Student wellbeing and engagement -Developing staff capacity to cater for the changing student demographics of the school.
Intent, rationale and focus	<p>Intent 1: To improve the learning growth of every student.</p> <p>Rationale: An analysis of the school's NAPLAN and school-based benchmarking data identified a proportion of students demonstrating low to medium growth in literacy and numeracy. The percentage of students in the top two bands in Year 3 were not retained into Year 5.</p>

	<p>The panel found significant variance between teacher judgement and external assessment and recommended further adaptive testing to ensure accuracy.</p> <p>Focus:</p> <p>To develop adaptive PAT testing in 2024 as a means of triangulating and ensuring accuracy of teacher judgement data.</p> <p>To build teacher knowledge and understanding to align planning, teaching and judgements, within the Victorian curriculum considering students working above expected level.</p> <p>To build staff capabilities in data analysis to further differentiate learning, track individual children and develop and implement appropriate levels of challenge.</p> <p>Intent 2:</p> <p>To develop empowered students who are actively engaged in and connected to their learning and well-being.</p> <p>Rationale:</p> <p>From our self-evaluation and review it was established that the school would benefit from a whole school approach to student agency in learning to assist in the development and implementation of individual learning goals. As well as the greater ownership of students with their data contributing to their knowledge by students of the next stage of their learning.</p> <p>It was also agreed that the school desired to further develop and implement a range of adjustments to the curriculum and well-being approaches to further enhance the opportunities for success in a socially and culturally diverse demographic to enhance inclusiveness across the school.</p> <p>Focus:</p> <p>To build staff capabilities in fostering a learning environment that further encompasses student voice and agency that sanctions authentic learning experiences and builds school connectiveness for all learners.</p> <p>To implement a school wide approach to diversity and inclusion by strengthening and building staff capabilities in identifying, planning, and tracking adjustments for individual students.</p> <p>To develop a whole school approach to mental health.</p>
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Goal 1	To improve the learning growth of every student.
Target 1.1	<p>By 2027 increase the percentage of students in the NAPLAN exceeding proficiency levels for: (TBC)</p> <ul style="list-style-type: none">• Year 3 Reading from 33% in 2023 to 41%.• Year 3 Numeracy from 18% in 2023 to 26%.• Year 5 Reading from 37% in 2023 to 45%.• Year 5 Numeracy from 26% in 2023 to 34%.
Target 1.2	<p>By 2027 increase the percentage of students making an increase in scale score of 9 or above PAT adaptive testing in:</p> <ul style="list-style-type: none">• Reading:<ul style="list-style-type: none">○ Year 4 from 57% in 2023 to 62%○ Year 5 from 37% in 2023 to 42%○ Year 6 from 24% in 2023 to 29%• Mathematics:<ul style="list-style-type: none">○ Year 4 from 17% in 2023 to 22%○ Year 5 from 50% in 2023 to 55%○ Year 6 from 42% in 2023 to 47%
Target 1.3	<p>By 2027 increase the percentage of Year F –6 students assessed above expected level against the Victorian Curriculum (VC) Levels F–10:</p> <ul style="list-style-type: none">• Reading from 40% in 2022 to 46% or above.• Number and Algebra from 44% in 2022 to 50% or above

Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build knowledge and capabilities of staff to deliver evidence based differentiated classroom practices
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment, and wellbeing capabilities	Build capabilities to use a range of assessment tools for accurate data analysis, data understanding and improved teacher judgements of learning outcomes to drive whole school improvement
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment, and wellbeing capabilities	Embed whole school practices in formative and summative assessment
Goal 2	To develop empowered students who are actively engaged in and connected to their learning and well-being.
Target 2.1	By 2027, increase the percentage of positive endorsement in the Parent/Caregiver/Guardian Opinion Survey measures: <ul style="list-style-type: none"> • Student Motivation and Support from 73% in 2023 to 77% • Stimulating Learning Environment from 75% in 2023 to 79% • Student Voice and Agency from 75% in 2023 to 79%
Target 2.2	By 2027 increase the percentage of positive endorsement in the following student Attitudes to School Survey measures: <ul style="list-style-type: none"> • Student voice and agency from 59% in 2023 to 63% • Sense of Confidence from 76% in 2023 to 80% • Teacher Concern from 67% in 2023 to 71%.

Target 2.3	<p>By 2027, increase the percentage of positive endorsement in the school-developed survey measures by xx % (TBA baseline to be established in 2024).</p> <p>*TBA factors/questions to be measured</p>
Key Improvement Strategy 2.a Responsive, tiered, and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	<p>Implement a school wide support program of targeted intensive support related to Tier 2 learners.</p>
Key Improvement Strategy 2.b Responsive, tiered, and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	<p>Enhance teacher capabilities to implement High Impact Wellbeing Strategies (HIWS).</p>
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	<p>Strengthen learning partnerships through the provision of quality feedback mechanisms with all stakeholders.</p>