

School Strategic Plan 2022-2026

Moe (South Street) Primary School (4662)



Submitted for review by Brendan Dawson (School Principal) on 07 December, 2022 at 08:58 AM

Endorsed by Tamina Taylor (Senior Education Improvement Leader) on 07 December, 2022 at 10:17 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

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School vision	<p>The school's vision statement is under review in 2023.</p> <p>At South Street Primary School we grow people who: Are creative, curious and independent learners. Are resilient and problem solve when faced with challenges. Respect and care about themselves, each other and the world in which we live.</p>
School values	<p>South Street Primary School's mission, vision and expectations are integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Be Safe, Be a Learner and Be Respectful.</p>
Context challenges	<p>Moe (South Street) Primary School is centrally located in the township of Moe, in the Latrobe Valley, Gippsland, Victoria. The school has a strong and proud reputation within the community and has a current enrolment of approximately 280 students. Over recent years, the school has received a significant investment in our buildings and facilities and offers modern learning spaces, including an indoor gymnasium, canteen, specialist classroom spaces and vast playground and oval spaces for students to socialize and play.</p> <p>The school prides itself on building good relationships within the community and engaging students with a variety of academic, social and extra-curricular programs. Our school is adjacent to the Moe Early Learning Centre, which consists of Kindergarten and Childcare services. This partnership allows us to provide excellent ongoing services for our families from birth through to high school. We are also active participants in the Moe Southside Community User group, allowing for the shared use of recreational facilities at Ted Summerton Reserve.</p> <p>Our school's Behaviour Management approach is based on the School Wide Positive Behaviour framework. It is known as Positive Behaviours for Learning (PB4L) at South St Primary School. This approach is supported by a comprehensive wellbeing team comprising of a Welfare Coordinator, Wellbeing Worker, Behaviour Support, PSD Coordinator, School Chaplain and School Nurses.</p> <p>Our teachers work collaboratively in Professional Learning Communities (PLC) focusing on improving student learning outcomes and building teacher capacity and knowledge. Specialist programs include Visual Arts, DigiTech, Physical Education and Music. Our</p>

	<p>students also participate in a range of extra-curricular and sporting events that compliments and add value to the growth of our students, such as a camping program from Grades 3-6, District, Division and Regional sporting events, regular incursions and excursions that are aligned to student learning.</p>
<p>Intent, rationale and focus</p>	<p>Goal 1 - To improve student outcomes in Literacy and Numeracy with an initial focus on Reading. Over the review period and more specifically during the first two years of the SSP the school implemented a whole-word approach to the teaching of Reading. In the later part of the SSP, a phonological approach to Reading was initiated. Fieldwork found that a consistent approach to the teaching of Reading was not evident. A goal in the previous SSP focused on Numeracy, however a consistent approach to teaching and learning for Mathematics was also not evident. Panel members agreed current assessment tools were not aligned with the curriculum and teacher judgements were not aligned with NAPLAN. NAPLAN Reading and Numeracy results showed higher proportions of students achieving above the expected level and a lower proportion assessed below the expected level when compared with teacher judgements. The Panel agreed it was important the school retained a focus on Reading while also addressing student outcomes in Numeracy.</p> <p>Goal 2 - To enhance student engagement in, and access to, learning. Over the review period addressing the wellbeing and behavioural needs of students was a whole school priority. Classroom observations, interviews with students and AToSS data found positive relationships were established between members of staff and students. Classroom observations indicated that students appeared engaged in their learning but a query was raised around the degree to which they were engaged or were compliant. Student agency in learning was not clearly evident and some students in the focus groups indicated they did not feel as if they were sufficiently challenged in their learning. The Panel also acknowledged a number of students required additional support to access their learning. The degree to which teaching and learning was differentiated to suit the specific learning needs and styles of students was not clearly apparent. The Panel considered a goal that focused on enhancing student engagement in and access to learning was important for the next SSP.</p>

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Goal 1	To improve student outcomes in Literacy and Numeracy with an initial focus on Reading.
Target 1.1	<p>By 2026, increase the percentage of students who attended the school from Years 3-5 assessed as meeting or above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none">• Reading from 78% (2021) to 82% (2026)• Numeracy from 82% (2021) to 86% (2026)
Target 1.2	<p>By 2026, increase the percentage of Prep - Year 6 students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none">• Reading and Viewing will increase from 56% (Semester 2 2021) to 80% (Semester 2 2026).• Number and Algebra will increase from 62% (Semester 2 2021) to 80% (Semester 2 2026).
Target 1.3	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none">• School climate factor: <i>Guaranteed and viable curriculum</i> from 57% (2021) to 80% (2026)• Implementation factor: <i>Moderate assessment tasks together</i> from 44% (2021) to 75% (2026)• Evaluation factor: <i>Monitor effectiveness using data</i> from 39% (2021) to 75% (2026)• School leadership module: from 53% (2021) to 80% (2026)

Target 1.4	By 2026, increase the percent positive responses score on AtoSS for <i>stimulated learning</i> from 73% (2021) to 78% (2026)
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and embed the capacity of leaders in literacy and numeracy to strategically implement the school improvement plan.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop staff knowledge, skills and understanding to deliver an evidence-based approach to literacy and numeracy, including an agreed instructional model.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Based on the Victorian Curriculum develop and document a guaranteed and viable Reading and Mathematics curriculum to reflect the needs of students at this school.
Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop a consistent school-wide approach to assessment and a coherent understanding of the connection between curriculum, assessment and teaching and learning.
Key Improvement Strategy 1.e Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Strengthen teacher capacity to analyse data to inform differentiated teaching and learning.

growth, attainment and wellbeing capabilities	
Goal 2	To enhance student engagement in, and access to, learning.
Target 2.1	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • School climate factor: <i>Academic emphasis</i> from 34% (2021) to 75% by 2026. • School climate factor: <i>Collective efficacy</i> from 40% (2021) to 75% by 2026. • School climate factor: <i>Teacher collaboration</i> from 44% (2021) to 75% by 2026. • Implementation factor: <i>Promote student ownership of learning</i> from 38% (2021) to 75% by 2026.
Target 2.2	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Staff psychological safety from 41% (2021) to 80% (2026) • Staff professional safety from 33% (2021) to 80% (2026)
Target 2.3	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Teacher–Student relations factor: <i>Effort</i> from 75% (2021) to 85% (2026) • Social engagement factor: <i>Student voice and agency</i> from 63% (2021) to 85% (2026) • Social engagement factor: <i>Sense of connectedness</i> from 74% (2021) to 85% (2026)
Target 2.4	By 2026, decrease the proportion of students with more than 20 days of absence from 34% (2021) to 30% (2026).

<p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Develop and embed a culture of learning with high levels of trust, collaboration and feedback across the whole school and within PLCs.
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Embed the school's existing approach to wellbeing.
<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>	Activate voice, agency and leadership to strengthen students access to and engagement in learning.