

School Strategic Plan 2022-2026

Jells Park Primary School (5176)



Jells Park
Primary School

Submitted for review by Kevin Oakey (School Principal) on 21 September, 2022 at 11:21 AM

Endorsed by Kerry Wood (Senior Education Improvement Leader) on 21 October, 2022 at 12:26 PM

Endorsed by Chris Turner (School Council President) on 01 May, 2023 at 12:00 PM

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<p>School vision</p>	<p>To nurture and develop individuals to become adaptable in a changing environment and to acquire a lifelong love of learning and the skills and attitudes necessary to function successfully in a sustainable global society.</p>
<p>School values</p>	<p>RESPECT HONESTY EXCELLENCE RESILIENCE</p> <p>These values are embedded in all that we do at the school, specifically through the SWPBS program and our engagement with the whole school community. Our norms and expectations are embedded within our school policies and in this SSP.</p>
<p>Context challenges</p>	<p>There were key elements of the 2019-2022 School Strategic Plan that were put into place but were unable to be fully actioned or embedded due to the impact of COVID-19 and the need to revert to a Home Learning curriculum. Chief of these was a revised Instructional Model that changed the full 'Ability Based Learning' model to a more flexible 'Improvement Groups' model. The impact of this change could not be measured in the 2022 review process.</p> <p>Our clear challenges will be our ability to consistently implement the Improvement Group model, to address the inconsistencies around student Goal Setting and Feedback and ensuring that there is clear and observable differentiation in the curriculum for all year levels. Additionally it was felt that over the past 2-3 years students were not being adequately challenged, so implementation of the VHAP program and more differentiation of the work will be vital. The final challenge will be for us to expand on our excellent student leadership and voice toward greater student agency, particularly in their own learning.</p>
<p>Intent, rationale and focus</p>	<p>In a broad perspective our intent is to maintain what we have in our unique school. We have developed our reputation through a culture of respect, inclusion and engagement, as well as providing for the 'whole' child' through a great range of extra-curricular programs and activities. We still have a strong focus on academics and have moved with current research that suggests a blend of whole class learning and targeted & differentiated learning.</p> <p>In this Strategic Plan we will be prioritising:</p> <ul style="list-style-type: none"> * Embedding the Improvement Group learning model * Introducing and implementing a new Spelling Program and transferring learning into improved Writing * Driving Maths Fluency to support understanding across all strands of Numeracy * Maintaining a strong Wellbeing Program that provides a whole school approach as well as targeted support. * Further developing Student Agency in their own learning. * Finding a way to continue with our Extra-Curricular program, with staff being effectively managed and students being engaged.

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Goal 1	Improve learning growth for all students.
Target 1.1	Increase the percentage of Years 1-6 students working at or above level against the Victorian Curriculum in: <ul style="list-style-type: none">• Reading and Viewing from 84% (baseline set as a mean over 2020-2021) to 90% (set as a mean over 2025-2026)• Writing from 80% (2020-2021) to 86% (2025-2026)• Number and Algebra from 85% (2020-2021) to 90% (2025-2026).
Target 1.2	By 2026, increase the percentage of students achieving at or above NAPLAN benchmark growth: <ul style="list-style-type: none">• Reading from 79% (2021) to 83%• Writing from 68% (2021) to 72%• Spelling from 58% (2021) to 65%.• Numeracy from 74% (2021) to 78%.
Target 1.3	By 2026, increase the percentage of Year 5 students achieving in the top two NAPLAN bands in: <ul style="list-style-type: none">• Reading from 51% (2021) to 61%• Writing from 23% (2021) to 31%• Spelling from 52% (2021) to 56%• Numeracy from 50% (2021) to 54%.

Target 1.4	<p>By 2026, increase the percentages of positive responses to the following AToSS factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 78% (2021) to 85% • Effective teaching time from 78% (2021) to 84% • Sense of confidence from 71% (2021) to 80%.
Target 1.5	<p>By 2026 increase the percentages of positive staff responses to the following School Staff Survey factor i</p> <ul style="list-style-type: none"> • Understand how to analyse data from 71% (2021) to 80%
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed the Instructional Model through an agreed whole school approach to literacy and numeracy.</p>
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop and embed an agreed understanding of an effective lesson structure.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build staff capability through targeted professional learning to inform evidence-based learning, teaching and assessment of a differentiated curriculum.</p>

<p>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</p>	<p>Build staff capability to effectively use data to inform planning for teaching at student point of need.</p>
<p>Goal 2</p>	<p>Empower students to be active agents in their learning.</p>
<p>Target 2.1</p>	<p>By 2026, increase the percentages of positive responses to the following AToSS factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 57% (2021) to 65% • Motivation and interest from 74% (2021) to 80% • Sense of connectedness from 82% (2021) to 88%.
<p>Target 2.2</p>	<p>By 2026, increase the percentages of positive responses on the School Staff Survey to the following factor in the teaching and learning evaluation module:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 82% (2021) to 86%.
<p>Target 2.3</p>	<p>By 2026, increase the percentages of positive responses to the following factors on the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Student agency and voice from 80% (2021) to 84%. • Student motivation and support from 69% (2021) to 75%.
<p>Key Improvement Strategy 2.a</p>	<p>Develop and implement common language, understanding and practices for student voice and agency.</p>

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student agency in their learning by utilising goal setting and three-way feedback (student/teacher/peer).
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to identify, track and measure their own learning goals and growth.
Goal 3	Strengthen student resilience and empower them to be active agents of their wellbeing.
Target 3.1	By 2026, increase the percentages of positive responses to the following AToSS factors: <ul style="list-style-type: none"> • Perseverance from 72% (2021) to 80% • Managing bullying from 77% (2021) to 85%.
Target 3.2	By 2026 increase the percentages of positive responses to the following factors on the Parent Opinion Survey: <ul style="list-style-type: none"> • Confidence and resilience skills from 81% (2021) to 89%.

<p>Target 3.3</p>	<p>By 2026 increase the percentages of positive responses on the School Staff Survey to the following factor in the Implementation Module :</p> <ul style="list-style-type: none"> • Support growth and learning of whole student from 82% (2021) to 86%.
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed social and emotional learning (SEL) that ensures a cohesive and consistent approach to building student engagement and positive behaviour.</p>
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Provide opportunities for students to engage in experiences that build agency, resilience and risk taking</p>
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed the whole-school approach to the implementation of the Respectful Relationships program.</p>