

# School Strategic Plan 2021-2025

Southern Cross Primary School (5235)



Submitted for review by Helen Murphy (School Principal) on 02 March, 2022 at 09:29 AM

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# School Strategic Plan - 2021-2025

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<b>School vision</b>	Southern Cross Primary School's vision is to empower students to reach their personal best.
<b>School values</b>	<p>Southern Cross Primary School's values are respect, responsibility and resilience:</p> <p>We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.</p> <p>We are responsible with our own and others' possessions, school buildings and grounds and with our actions.</p> <p>We strive for resilience in our work and in our behaviour to push ourselves to be our best and to be better friends and community members.</p> <p>Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.</p>
<b>Context challenges</b>	<p>Southern Cross Primary School is located in the South Eastern Suburb of Endeavour Hills approximately 30 kilometres from the Melbourne Central Business District. The school was founded in 1985. Southern Cross Primary School buildings include 12 classrooms, a Foundation centre, a library, visual arts centre, performing arts room and a multi-purpose hall. The school grounds include an oval, adventure playgrounds, and netball and basketball courts. Enrolments at the time of the review were 186 students. Over the past four years enrolments increased by 8 per cent. At the time of the review, the Student Family Occupation Education index was 0.4882.</p> <p>Two per cent of Southern Cross Primary School's students identified as Aboriginal and Torres Strait Islander. Analysis of the enrolment data demonstrated that the number of students who identified as Aboriginal and Torres Strait Islander had increased by two per cent over the four-year SSP. The number of students who received English Additional Language (EAL) funding had decreased by 11 per cent over the four-year SSP and is currently sitting at 34%. In 2021, 48% of students were included in the NCCD Enrolment Data.</p>

The staffing profile of Southern Cross Primary School includes a Principal, an Assistant Principal, Learning Specialist, Leading Teacher, 12 classroom teachers, seven Education Support staff and three specialist Mandarin, Physical Education and Performing/Visual Art teachers.

The school provides a Foundation to Year 6 learning program based on the Victorian Curriculum differentiated to meet student needs.

Southern Cross provides an accredited Out of School Hours Care Program.

#### Literacy and Numeracy:

Improving learning outcomes in literacy and numeracy was identified as an area requiring focus in the Strategic Plan. The self-evaluation and review found that there had been a decrease in the percentage of student in the top 2 bands and above age expected level for Literacy and Numeracy. There was also a decrease in the number of students making 12 months growth as measured against teacher judgements, therefore improving learning growth was also identified as an area of focus. There is a need to build teacher capacity to assess, evaluate, plan and implement a guaranteed and viable curriculum to improve student outcomes. This includes enhancing and embedding the PLCs, embedding the whole school instructional model, increasing data literacies and formative assessment practices.

#### Student Engagement

The 2017-2021 targets were met and acknowledged as a highlight in the self-evaluation. Data reflects a positive and inclusive school culture as well as a strong sense of community. The panel agreed that the whole school Problem Based Learning tasks, enrolment in the Primary Mathematics and Science Specialists (PMSS) initiative and the creation of the Learning specialist role dedicated to implementing PBL contributed to strong student engagement. Although improvements had been made, the Victorian Curriculum teacher judgement growth target for English and Mathematics was not achieved. More work needs to be done on teaching at point of need and this was extremely challenge during remote and flexible learning. The panel concluded that the variability in teacher capability to create open ended tasks that maximise student learning growth in English and Mathematics was yet embedded in teachers' practice. Attendance and student voice and learner agency have been identified as a future direction.

#### Student Wellbeing

The Panel agreed that the school's explicit focus on students' health and wellbeing and the implementation of the SWPBS framework was evident in every learning environment, however they noted variation in staff knowledge, understanding and capacity to implement these programs and strategies. The Panel concluded this work was not yet embedded and noted it for future directions to improve impact on students' learning. A focus on revisiting the SWPBS and the matrix with the parent community was also noted. Continuing to support the vulnerable members of the community, including those having English as an Additional Language, refugee background, neurodiverse and complex needs students, ATSI students and equity support students will remain a priority.

## Intent, rationale and focus

In summary, the panel identified the following areas as the main focus for the next 4 years.

1. Student learning growth in reading, writing and numeracy
2. An embedded whole school instructional model
3. Professional Learning Communities which improve student outcomes and build teacher capacity through collaboration
4. Building teacher capacity in data literacies
5. Offering and delivering a guaranteed and viable curriculum
6. Increasing student voice and learner agency
7. Improving attendance
8. Student Health and Wellbeing

At SCPS we are committed to delivering a guaranteed and viable curriculum across the school, this includes a school wide agreement and common understanding of the essential content and all students need to know, understand and do. We aim to achieve this through embedding the whole school Instructional Practice Model (Workshop Model), creating Scope and Sequences which outline vertical and horizontal curriculum, common Yearly Curriculum overviews, Term Plans and Units of work which reflect the guaranteed curriculum. Our intent is to build teacher capacity to differentiate teaching to ensure challenge and progress for every student. Enhancing the PLC at the school with a focus on using the Inquiry Cycle to target student learning at point of need will be required to meet this intent. Building teacher capacity in data literacies, evidence base formative assessment practices and responsive teaching will be prioritised.

In addition to this, we want to provide more opportunities for authentic learning through a considered focus on voice and learner agency. This will provide a greater level of student engagement in their own learning and for students to take ownership and responsibility to become more independent and self-regulatory learners. To achieve this, we will begin with establishing a whole school understanding of voice and learner agency and use this knowledge to develop a whole school approach which will be consistently implemented across year levels. We intend to further build the Problem Based Learning approach at the school to increase agency and provide opportunities for student collaboration and autonomy in learning to improve engagement.

Strengthening our partnerships with the students, parents and wider community we intend to foster a culture of collective efficacy and a shared responsibility for student inclusion and wellbeing, which ultimately aims to improve improved student outcomes. One approach will be to embed the SWPBS framework and address the variation in staff knowledge, understanding and capacity to implement these practices. Creating whole school practices and guidelines around Tiered behaviour intervention strategies and supports will be formalised. This will involve parent consultant and a broader community understanding and implementation of the behaviour matrix.

To achieve these priorities, the school must focus on improving student attendance. A review of the current practices in place for students with unexplained or persistent absences (full day or half day and late arrivals) will take place as well as engaging in inhouse and external supports. Students must be at school to benefit from the learning programs offered.

Disability Inclusion - as we transition from the current PSD model to the new Disability Inclusion model, we will invest heavily in Student wellbeing and inclusion. We will appoint a Disability Inclusion leader who will work with school leaders and staff to plan for and implement the Disability Inclusion funding model. This will be towards the end of the Strategic Plan Cycle.

The school Principal Class team and Learning Specialists will engage with local schools, SEILs and consultants to observe their practice and gain further knowledge about Literacy and Numeracy, successes in increased engagement and student health and wellbeing. Evidence base practices will be prioritised when making decisions with the students at the centre of each decision.

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<b>Goal 1</b>	Maximise the learning outcomes in literacy and numeracy.
<b>Target 1.1</b>	<p>By 2025:</p> <ul style="list-style-type: none"><li>• Increase the percentage of Year 3 students in the top two bands of NAPLAN reading from 34 per cent (2021) to 48 per cent, writing from 43 per cent (2021) to 51 per cent, numeracy from 11 per cent (2021) to 32 per cent</li><li>• Increase the percentage of Year 5 students in the top two bands of NAPLAN reading from 19 per cent (2021) to 33 per cent, writing from zero per cent (2021) to 17 per cent, numeracy from 13 per cent (2021) to 24 per cent.</li></ul>
<b>Target 1.2</b>	<p>By 2025</p> <p>Increase the percentage of Foundation to Year 6 students achieving at and above Victorian Curriculum teacher judgement level in reading from 62 per cent (2021) to 74 per cent, writing from 59 per cent (2021) to 71 per cent, number and algebra from 64 per cent (2021) to 77 per cent.</p>
<b>Target 1.3</b>	<p>By 2025, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"><li>• Academic emphasis from 74 per cent 2020 to 80 per cent</li><li>• Understand curriculum from 75 per cent 2020 to 83 per cent</li><li>• Monitoring effectiveness using data from 75 per cent 2020 to 80 per cent</li><li>• Understand how to analyse data from 63 per cent 2020 to 75 per cent</li></ul>

	<ul style="list-style-type: none"> <li>• Understand formative assessment from 75 per cent 2020 to 80 per cent</li> <li>• Time to share pedagogical knowledge 25 per cent 2020 to 80 per cent.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Embed the PLC approach to increase the focus on improving teaching and learning practice and measuring its impact on student learning outcomes.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build teacher knowledge and understanding to develop and implement a guaranteed and viable curriculum.
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Embed differentiation into all curriculum documentation, planning and classroom practice
<b>Goal 2</b>	Maximise the learning growth for every student in literacy and numeracy.
<b>Target 2.1</b>	<p>By 2025:</p> <ul style="list-style-type: none"> <li>• Maintain the percentage of Year 5 students achieving above benchmark growth in NAPLAN reading and numeracy above Similar Schools</li> <li>• Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN writing from 17 per cent (2021) to 22 per cent</li> <li>• Maintain or decrease the percentage of Year 5 students achieving below benchmark growth in NAPLAN numeracy at 25 per cent (2021)</li> <li>• Decrease the percentage of Year 5 students achieving below benchmark growth in NAPLAN reading from 33 per cent (2021) to 25 per cent, writing from 50 per cent (2021) to 25 per cent.</li> </ul>
<b>Target 2.2</b>	By 2025, improve the positive endorsement on the AToSS for the following factor:

	<ul style="list-style-type: none"> <li>• Student voice and agency from 69 (2021) per cent to 78 per cent.</li> </ul>
<b>Target 2.3</b>	<p>By 2025, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 63 per cent (2020) to 75 per cent</li> <li>• Knowledge of HITS from 63 percent (2019) to 72 per cent</li> <li>• Promote student ownership of learning goals from 50 per cent (2019) to 77 per cent.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop teacher knowledge and understanding of student voice and learner agency.
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Build teacher capability to consistently implement the Instructional Model linked to the HITS.
<b>Goal 3</b>	Maximise health and wellbeing outcomes for every student.
<b>Target 3.1</b>	<p>By 2025:</p> <ul style="list-style-type: none"> <li>• Decrease the percentage of Foundation to Year 6 students who are absent for 20 or more days from 27 per cent (2021) to 25 per cent</li> <li>• Decrease the average number of unapproved absences per student from eight (2021)</li> </ul>
<b>Target 3.2</b>	By 2025, improve the positive endorsement on the AToSS for the following factors:



	<ul style="list-style-type: none"> <li>• Managing bullying from 75 per cent (2021) to 83 per cent</li> <li>• Respect for diversity from 76 per cent (2021) to 84 per cent</li> <li>• Not experiencing bullying from 75 per cent (2021) to 83 per cent</li> <li>• Emotional awareness and regulation from 66 per cent (2021) to 75 per cent</li> <li>• Sense of connectedness from 78 per cent (2021) to 86 per cent</li> <li>• Sense of confidence 80 per cent (2021) to 88 per cent.</li> </ul>
<p><b>Target 3.3</b></p>	<p>By 2025, improve the positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> <li>• Student connectedness from 75 per cent (2020) to 83 per cent</li> <li>• Not experiencing bullying from 50 per cent (2020) to 71 per cent</li> <li>• Confidence and resiliency skills from 79 per cent (2020) to 87 per cent</li> <li>• Parent participation and involvement from 69 per cent (2020) to 77 per cent.</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Health and wellbeing</p>	<p>Embed teacher capacity to implement appropriate and timely interventions and adjustments to meet all students' social and emotional needs.</p>
<p><b>Key Improvement Strategy 3.b</b> Health and wellbeing</p>	<p>Embed the whole school approach to SWPBS to ensure students have social and emotional readiness for learning.</p>