

School Strategic Plan 2021-2025

Southmoor Primary School (4910)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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School vision	<p>Southmoor Primary School strives to provide all its students with enriching and challenging experiences throughout their seven years of primary education, driven by 21st century classroom practices that impact on student engagement and learning outcomes and fostered by a sense of shared purpose and commitment from a community who trust in, invest in, and engage with the school. Southmoor Primary School continually aspiring for good, to great, to excellent education.</p> <p>As we respond to the needs of our students in the wake of the disruption and challenges of 2020 and 2021, we affirm the focus on the wellbeing of our students and the connections of our school community to ensure positive outcomes for our students across emotional, social and academic domains.</p> <p>The school is located on five hectares of spacious, maintained grounds, featuring a native garden setting, with water and garden features, playground areas, water and energy saving initiatives and organic vegetable, fruit and herb production.</p>
School values	<p>At Southmoor, the values that underpin and shape who we are and what we do as a school, determined by our students, staff and parents and carers are:</p> <p>Community- we work together, across a myriad of aspects of life and learning at Southmoor.</p> <p>Freedom- all students are supported to be self-directed learners, with voice and agency in their learning.</p> <p>Respect- positive home-school partnerships support our students, we treat others how we wish to be treated.</p> <p>Friendship- inclusion and social development is important at Southmoor, as we know that learning and wellbeing are inextricably linked.</p> <p>Growth- students and teachers are life-long learners, we support our students to continue to progress and grow while we as teachers engage in continuous professional development to improve practice and support our students.</p> <p>Responsibility & Accountability- we develop student leadership, all members of the Southmoor community take ownership of our learning and actions and we grow and learn from our mistakes.</p> <p>Quality Relationships- connections are at the centre of high quality teaching and learning, connections between staff, the students and their families.</p> <p>Integrity- being honest, open and operating with our moral purpose at the centre of all that we do.</p>

<p>Context challenges</p>	<p>Although many of our students are impacted by the challenges of 2020 and 2021, many of our students have ongoing and pervasive learning challenges due to a wide variety of factors, such as:</p> <ul style="list-style-type: none"> *A high number of students who are EAL learners. *A high number of students who have other challenges to their learning and wellbeing, such as learning disabilities, complex emotional or behavioural needs or developmental disabilities. *Some cohorts experience a disproportionate number of students with complex emotional/learning needs, such as our 2022 Year 1s *Our junior students have had their early learning years severely impacted, with flow on effects, for example, they did not have access to supports in kinder such as the Pre-School Field Officer, they may not have attended face to face 3 and 4 year old health checks at the Child Maternal Health service. They may not have had face to face visits with their GP. Waitlists for early intervention and assessment services are substantial, with those unable to access private therapists or paediatricians left to wait, sometimes for more than 12 months. This means that early diagnosis and intervention rates are much lower for our students in Grades Prep-2. *The Tutor Learning Initiative in 2022, in combination with our intervention and support for students w *On the flip side, we also have a large number of high achieving students who require additional support and extension, for example we have had over 60 students participate in DET's High Ability Program in Year 5 and 6 since it began in 2019. *The challenges of working somewhat in isolation over remote learning, even with online collaboration, combined with the impacts of all the changes and challenges mean that reinvigorating staff, reconnecting as a team of educators working together to get the best outcomes for our students and overall boosting morale and staff culture to where it has been pre-COVID-19 is an important focus. *Wellbeing for our students and staff- changes to trend data in the Staff Opinion survey have highlighted areas of actual and perceived need for us to work through and address. *Our Reggio Emilia inspired inquiry program in Prep and it's evolving influence in the design and delivery of inquiry learning across the school has also been impacted and requires a reinvigoration.
<p>Intent, rationale and focus</p>	<p>Intent</p> <p>At Southmoor, we aim to facilitate and support the growth of all our students, as they strive to reach their potential. We use documented, guaranteed and viable curriculum and teaching approaches to achieve this, continuing to differentiate student learning using a consistent and embedded instructional model. An initial emphasis of this Strategic Plan will be to respond to the changing needs of our students and staff following the challenges they have faced over 2020 and 2021. Wellbeing and connecting as a school community is the initial building block as we work together to support the differing learning needs of our students. As we move through the Strategic Plan period, we wish to reinvigorate our Reggio Emilia inspired inquiry program in Prep and the continuation into Grades 1-6 to facilitate the teaching and learning of 21st century skills and develop self-directed learners.</p> <p>Rationale</p> <p>FISO 2.0 has Learning and Wellbeing at the core of improving student learning outcomes, surrounding this core is Leadership,</p>

Assessment, Support & Resources, Engagement and Teaching and Learning. As we firstly focus on responding to the impacts of challenges of 2020 and 2021 and look to embed the priorities identified in our 2021 school review

*The numbers and stability of enrolment numbers across cohorts have been impacted following changes in local zoning and the placement policy,, which has a flow on effect to resourcing, staffing and certainty when planning for future programs. Reestablishing the physical relationships with out local early learning centres is important to us as a community.

*Consolidating the consistency across classrooms of the implementation of our documented and viable curriculum and instructional model, "I do, we do, you do" with an emphasis on student voice, agency and leadership.

*Renewing and reinvigorating the programs and initiatives that we are proud to have at Southmoor, such as the inquiry learning and Reggio Emilia inspired program, personalised learning within and outside the classrooms, learning support and intervention using evidence based programs, all supported by our incredibly successful Bring Your Own Device iPad program.

*Improving outcomes in areas where changes and challenges have shown reductions or inconsistent trends in Literacy and Numeracy.

Focus

In line with what we have observed with our students and with Department of Education priorities, student wellbeing will form a significant focus in our 2022-2025 Strategic Plan and resulting Annual Implementation Plans (AIP).

*Rolling out the Smiling Minds program through the year levels and assessing student wellbeing using PIVOT will inform the beginning of the Strategic Plan period. Responding to our findings through the first year will inform how we continue to make student wellbeing a central focus through the remainder of the SP period.

*The use of consultants to focus on student cohorts where there are ongoing wellbeing or social conflicts to build overall conflict management and resilience in our students.

*Student learning and improved outcomes in literacy and numeracy through reviewing planning documentation, intervention programs (MiniLit, MacqLit), tutor learning initiative support and personalised learning will be a focus, with numeracy and reading intervention a focus at the beginning.

*Student engagement and increasing attendance for students who have a moderate number of non-illness related, unapproved absences.

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Goal 1	To improve student learning.
Target 1.1	By 2025, the percentage of the students who were in the top two bands of Year 3 NAPLAN, who maintained their position in the top two bands of Year 5 NAPLAN two years later, will increase from: <ul style="list-style-type: none">• 77% (2021) to 82% (2025) in Reading• 36% (2021) to 50% (2025) in Writing• 57% (2021) to 70% (2025) in Numeracy.
Target 1.2	By 2025, the percentage of students who were rated by their teacher as being below the expected level in Writing will decrease from 19 per cent (2021) to 12 per cent (2025).
Target 1.3	By 2025, the percentage positive response on the SSS will increase from: <ul style="list-style-type: none">• 61% (2021) to 71% (2025) for Academic emphasis• 74% (2021) to 84% (2025) for Collective efficacy• 23% (2021) to 50% (2025) for Teacher collaboration• 64% (2021) to 75% (2025) for Instructional leadership.
Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to use data to modify teaching and learning practices and to improve student outcomes.

Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Strengthen teacher capacity to consistently implement high impact teaching strategies and effective assessment processes.
Key Improvement Strategy 1.c Building practice excellence	Further develop and embed consistent and rigorous processes for improving Literacy and Numeracy.
Key Improvement Strategy 1.d Instructional and shared leadership	Build the instructional and shared leadership of all staff.
Goal 2	To improve student engagement.
Target 2.1	By 2025, the percentage positive response in the AToSS will increase from: <ul style="list-style-type: none"> • 80% (2021) to 88% (2025) for Student voice and agency • 89% (2019) to 93% (2025) for Self-regulation and goal setting • 85% (2021) to 90% (2025) for Motivation and interest.
Target 2.2	By 2025, the percentage positive response in the Parent Opinion Survey (POS) will increase from: <ul style="list-style-type: none"> • 84% (2019) to 90% (2025) for Student agency and voice • 80% (2019) to 88% (2025) for Parent participation and involvement.
Target 2.3	By 2025, the percentage positive response in the SSS will increase from 59 per cent (2021) to 70 per cent (2025) for Parent and community involvement.

Key Improvement Strategy 2.a Empowering students and building school pride	Continue to foster student voice and agency and student leadership to strengthen student participation and engagement in learning.
Key Improvement Strategy 2.b Building practice excellence	Further implement an inquiry-based approach that is responsive, challenging, engaging and authentic for students.
Key Improvement Strategy 2.c Building communities	Increase partnerships between the school, families and the community, as a key to improving student outcomes.
Goal 3	To improve student wellbeing.
Target 3.1	By 2025, the percentage positive response in the AToSS will increase from: <ul style="list-style-type: none"> • 76% (2021) to 85% (2025) for Emotional awareness and regulation • 84% (2021) to 90% (2025) for Perseverance • 86% (2021) to 90% (2025) for Managing bullying.
Target 3.2	By 2025, the percentage positive response in the SSS will increase from the baseline data obtained in 2022 by 10% by the end of 2025 for the following scales in the School Staff Wellbeing and Safety Module: <ul style="list-style-type: none"> • Staff professional safety- from 27% in 2022 to 37% in 2025 • Staff psychological safety- from 28% in 2022 to 38% in 2025
Target 3.3	By 2025, the percentage of students who are absent from school for 20 days or more will decrease from 26 per cent (2019) to 18 per cent (2025).

Key Improvement Strategy 3.a Health and wellbeing	Develop and implement a multi-tiered whole-school wellbeing strategy.
Key Improvement Strategy 3.b Health and wellbeing	Embed systematic processes to gather data to support the prioritisation, development and implementation of actions to support wellbeing and inclusion.

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