

School Strategic Plan 2021-2025

Spensley Street Primary School (3146)



Submitted for review by Rebecca Spink (School Principal) on 04 March, 2022 at 01:09 PM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 04 March, 2022 at 02:29 PM
Awaiting endorsement by School Council President

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School vision	<p>Spensley Street Primary School's vision is to develop highly-skilled, knowledgeable and caring young people. We want our students to be inclusive, innovative & inspired lifelong learners, who will become active, engaged and thoughtful citizens.</p> <p>Our mission is to provide students with the best possible educational, social and emotional foundations that empower and support them to be successful learners.</p>
School values	<p>At Spensley Street Primary School we promote and sustain an inclusive, inspirational and robust community of students, staff, parents and carers. We take a whole-school approach to ensuring the wellbeing of our community.</p> <p>We provide diverse, challenging and child-centred learning programs to develop successful, lifelong learners. The educational, social, emotional and physical needs of the whole child are of primary importance and we are committed to an assessment program that values progress and achievement in all these areas.</p> <p>Our vision of a successful learner is one who is:</p> <ul style="list-style-type: none">- An open-minded and creative thinker- A resilient and reflective self-manager- An empathetic and reliable collaborator- A responsive and respectful communicator- A curious and persistent researcher- A courageous and responsible contributor <p>We value and promote student voice and agency to provide students with authentic experiences of self-advocacy and leadership. We want our students to develop a strong sense of social justice, and to acquire the knowledge, skills and confidence to think critically about their world.</p>
Context challenges	<p>Spensley Street Primary School is a school of 340 students, located in the inner northern suburb of Clifton Hill, on the edge of Merri Creek and Yarra Bend Park.</p> <p>Our teaching and learning programs follow the principles of a child-centred, developmentally appropriate and integrated curriculum. Our teaching practices at the school are based on a philosophy that values a multi-aged learning environment.</p>

	<p>Our multi-aged class structures group students of different ages together for learning, giving them opportunities to experience a range of social and working relationships. The multi-age environment promotes a strong sense of community and of taking responsibility for oneself and others. Students are grouped in multi-age home groups, located in four large open-plan learning areas. Each of the four Learning Areas houses students from Prep to Year 6, giving students of different ages many opportunities to know each other and work together.</p> <p>The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age. At Spensley Street students learn through inquiry. Inquiry learning is a student-centred, active learning approach that takes as its starting point the natural process of inquiry, building on this to develop information-processing and problem-solving skills. Students are actively involved in the construction of their knowledge. The curriculum plan incorporates nine big ideas on a three-year cycle. Big Ideas are significant, relevant ideas that have global significance. Informed by the SSPS Throughlines (learning to understand ourselves and each other, learning about and living well with others and learning about the physical world). The Big Ideas cover concepts that are interconnected and can be addressed across multiple curriculum areas.</p>
<p>Intent, rationale and focus</p>	<p>After careful consideration of the school’s student performance data during the current review period the Panel noted that the school had only partially met the goal to “develop our school learning culture that fosters high literacy and numeracy achievements for all students.” The Panel agreed that documenting an agreed pedagogical approach to teaching which was consistent with the school’s philosophy together with the building of staff capacity in data and to differentiate learning would help to maximise the learning growth for all students in literacy and numeracy.</p> <p>The Panel noted that the school’s PRSE stated that “no consistent approach for staff to utilise to promote student voice and agency in everyday teaching and learning.” Validation day discussion and fieldwork activities undertaken by the Panel confirmed that there were inconsistencies in terms of what student learner agency meant and how it could be fostered. The Panel also found that there was a degree of inconsistency in terms of the understanding of and approaches to implement inquiry. The Panel agreed that developing consistent approaches to inquiry learning and student agency would enhance student wellbeing and engagement.</p> <p>2022 will begin with a focus on Numeracy and Wellbeing with further KIS being delivered in 2023-2025.</p>

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Goal 1	To maximise learning growth for all students in literacy and numeracy.
Target 1.1	<p>Teacher Judgement:</p> <p>By 2025 the percentage of students achieving at or above 2 years expected growth as measured by teacher judgement in:</p> <ul style="list-style-type: none">• Reading will increase from 65% (combined average 2017-2019 and 2018-2020) to 75% (combined average 2021-2023, 2022-2024).• Writing will increase from 58% (combined average 2017-2019 and 2018-2020) to 75% (combined average 2021-2023, 2022-2024).• Numeracy will increase from 65% (combined average 2017-2019 and 2018-2020) to 75% (combined average 2021-2023, 2022-2024).
Target 1.2	<p>NAPLAN</p> <p>By 2025, the percentage of students meeting and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none">• Reading to increase from 70% (2021) to 80%.• Writing to increase from 83 % (2021) to 88%.• Numeracy to increase from 19% (2021) to 29%.
Target 1.3	<p>Staff Opinion Survey:</p> <p>By 2025, increase the percentage positive endorsement for the Guaranteed and Viable Curriculum factor from 74% (average 2017-2020) to 84% (average 2022-2025).</p>

Target 1.4	<p>Parent Opinion Survey:</p> <p>By 2025 to increase the Student Cognitive Engagement factor from 85% (average 2017-2020) to 90% (average 2022-2025).</p>
Target 1.5	<p>Student Attitudes to School Survey:</p> <p>By 2025 to increase the percentage positive endorsement for the Differentiated Learning Challenge from 77% (average 2017-2020) to 85% (average 2022-2025).</p>
Key Improvement Strategy 1.a Building practice excellence	Document and implement an agreed pedagogical approach to learning and teaching, consistent with the school's philosophy.
Key Improvement Strategy 1.b Building practice excellence	Embed rigorous collaborative practices and data literacy to inform teaching and learning.
Key Improvement Strategy 1.c Building practice excellence	Build staff capability to differentiate learning to ensure all students are challenged.
Goal 2	To improve student wellbeing and engagement through increased student agency.
Target 2.1	<p>Student Attitudes to School targets.</p> <p>By 2025 to increase the percentage positive endorsement for the:</p> <ul style="list-style-type: none"> • Self-regulation and Goal Setting factor from 79% (average 2017-2020) to 85% (average (2022-2025)).

	<ul style="list-style-type: none"> • Student Voice and Agency factor from 62% (2017-2020) to 72% (2022-2025) • Sense of Connectedness factor from 79% (2017-2020) to 84% (2022-2025) • Managing Bullying factor from 80% (2017-2020) to 85% (2022-2025) • Psychological Resilience factor from 74% (2020) to 80% (average 2022-2025) • Peer Relations factor from 83% (2021) to 90% (average 2022-2025)
Target 2.2	By 2025, increase the percentage positive endorsement for the Promote Student Ownership of Learning Goals factor on the Staff Opinion Survey from 83% (2017-2020) to 88% (average 2022-2025).
Target 2.3	By 2025, increase the percentage positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey from 77% (average 2017- 2020) to 80% (average 2022-2025).
Key Improvement Strategy 2.a Empowering students and building school pride	Develop and implement a consistent approach and practice to inquiry learning, goal setting and feedback.
Key Improvement Strategy 2.b Building practice excellence	Develop and implement a common language, understanding and practice of student agency in learning.