

# School Strategic Plan 2023-2027

Clayton South Primary School (4384)



Submitted for review by Craig Pauwels (School Principal) on 24 November, 2023 at 09:24 AM

Endorsed by Tim Wilson (Senior Education Improvement Leader) on 16 January, 2024 at 01:19 PM

Endorsed by Sandra Tirtahardja (School Council President) on 17 January, 2024 at 11:29 AM

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<p><b>School vision</b></p>	<p>At Clayton South Primary School, children are encouraged as individuals to achieve their best. We provide a happy, caring and stimulating environment. We work in a diverse community and do so with a sense of commitment and pride. Above all, we want their school experience to allow them to dream, imagine, be resilient and display respect and kindness to themselves, those around them and the environment.</p>
<p><b>School values</b></p>	<p>Clayton South Primary School is a welcoming, dynamic learning community in which all have a sense of belonging and being valued. We are inspired lifelong learners, making a contribution to a better future.</p> <p>Our School Values Are:</p> <p>Community—feel valued, safe and supported in an environment that celebrates diversity</p> <p>Accepting—recognise and value the different cultures that exist in our community</p> <p>Respectful—friendly interactions between teachers, students and the community</p> <p>Excellence—value learning and achieve to their full potential</p> <p>Self- confidence—motivated with a positive attitude</p>
<p><b>Context challenges</b></p>	<p>Context:</p> <p>Clayton South Primary School is located in South Clayton, approx 24 kilometres from the Melbourne CBD. The school was founded in 1929.</p> <p>The school grounds include an indoor multi-purpose hall, three main buildings central open spaces and a of portables. The grounds include three separate adventure playgrounds, two basketball and netball courts, and a school oval.</p> <p>Enrolments are approximately 105 students. Over the past four years, this has remained relatively stable.</p> <p>The school provides an approved curriculum framework, utilising the Science of Learning principles and is differentiated to meet individual student needs. Specialist subjects include Physical Education, Spanish (LOTE), Visual and Performing Arts</p> <p>Challenges:</p> <p>* Transient population</p>

	<ul style="list-style-type: none"> <li>* High number of families who take extended overseas holidays during the school term</li> <li>* Language barrier due to high percentage of EAL (over 50% of enrolments)</li> <li>* High proportion of students deemed as at risk (EAL, Equity Funded, Out of Home Care or Aboriginal / Torres Strait Islander)</li> <li>* Lack of parent involvement in the classroom</li> <li>* Small school complexities</li> <li>* Opportunities for leadership growth can be limited</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Intent: Reduce the variability of teacher knowledge, expertise, and instructional practice across the school.</p> <p>Rationale: Excellence in teaching correlates with students achieving their potential to optimise and accelerate the learning of growth of every student.</p> <p>Focus: Building practice excellence / Achievement / intellectual engagement &amp; self awareness / Engagement.</p>

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<b>Goal 1</b>	Improve student learning outcomes in literacy and numeracy
<b>Target 1.1</b>	By 2027 increase the proportion of students assessed as achieving strong or exceeding level at Year 5 NAPLAN in: <ul style="list-style-type: none"><li>• Reading from 75% in 2023 to 85%</li><li>• Numeracy from 50% in 2023 to 75%</li></ul>
<b>Target 1.2</b>	By 2027 increase the proportion of students assessed as achieving strong or exceeding level at Year 3 NAPLAN in: <ul style="list-style-type: none"><li>• Reading from 53% in 2023 to 60%</li><li>• Numeracy 60% in 2023 to 70%</li></ul>
<b>Target 1.3</b>	Increase student growth in the PAT-R and PAT-M assessments as measured through achievement bands in a target cohort: <ul style="list-style-type: none"><li>• 80% of students have improved two or more achievement bands in Reading from Year 3 to Year 6 across 2024-2027 (from 33% in 2018-2022)</li><li>• 80% of students have improved two or more achievement bands in Maths from Year 3 to Year 6 across 2024-2027 (from 76% in 2018-2022)</li></ul>

<b>Target 1.4</b>	Decrease the percentage of students in Years 1-6 requiring intensive support using Dibels composite score at the end of the year assessment from 27% (2022) to 20% in 2027
<b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capability to use student data to inform differentiation and intervention.
<b>Key Improvement Strategy 1.b</b> 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	Establish and embed agreed instructional model in literacy and numeracy.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity around implementation of instructional model and routines in literacy and numeracy.
<b>Key Improvement Strategy 1.c</b> 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	
<b>Key Improvement Strategy 1.d</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Continue to strengthen the PLC model to promote collective efficacy and collaboration.
<b>Key Improvement Strategy 1.e</b> 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 a viable and documented curriculum in literacy and numeracy.
<b>Goal 2</b>	To improve student wellbeing, voice and agency.
<b>Target 2.1</b>	By 2027, increase the percent positive response score on the Attitudes to School Survey (AtoSS) for Years 4–6 in the factor: <ul style="list-style-type: none"> <li>• student voice and agency from 54% (2023) to 65% (2027).</li> </ul>
<b>Target 2.2</b>	By 2027, increase the percent positive responses score on the School Staff Survey (SSS) in the factors: <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 44% (2022) to 70% (2027).</li> <li>• Promote ownership of learning goals from 56% (2022) to 70% (2027).</li> </ul>

<b>Target 2.3</b>	Maintain the positive endorsement by parents of student voice and agency in the Parent Opinion Survey (POS) above 80% (88% in 2022/state 78%).
<b>Key Improvement Strategy 2.a</b> 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 staff understanding and approach to student voice and agency.
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Provide opportunities for student input into school improvement.
<b>Key Improvement Strategy 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Develop practices for students to provide feedback on teaching and learning

<p>growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop processes for student self-monitoring and regulation of emotions and learning.</p>
<p><b>Key Improvement Strategy 2.d</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.d</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	