

School Strategic Plan 2022-2026

Frankston Primary School (1464)



Submitted for review by Renee Kennedy (School Principal) on 19 December, 2022 at 04:41 PM

Endorsed by Michael Devine (Senior Education Improvement Leader) on 30 December, 2022 at 10:02 AM

Endorsed by Chad Wilson (School Council President) on 24 March, 2023 at 04:01 PM

School Strategic Plan - 2022-2026

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School vision	A school striving for educational excellence – empowering our students to achieve their personal best in an inclusive, supportive and caring environment.
School values	<ul style="list-style-type: none">* Community* Aspire* Optimism* Respect* Resilience* Empathy* Inclusion
Context challenges	<p>From the School Review, key challenge areas identified for the school include:</p> <ul style="list-style-type: none">* Building Numeracy and Literacy teacher practice and student learning outcomes, particularly improving writing.* Develop and build a practice that engages students through by intentionally activating their voice and agency and through leadership development.* Develop strategies to actively support increased management of bullying.* Building student attendance, with a particular focus on students at risk of 20 or more absence days.* Equity funded students - increasing student learning growth for students identified below expected growth in NAPLAN.* Investigate further ways to build Koorie student connection, learning and leadership opportunities.* D & I - implement and embed the Disability and Inclusion Response to Intervention Model, particular focus on targeted professional learning for staff.

Intent, rationale and focus

Our school is striving to be a school of educational excellence – empowering our students to achieve their personal best in an inclusive, supportive and caring environment.

Our mission is to:

1. Build a connected and inclusive school community
 - Formed through positive, caring and supportive relationships
2. Connect with our parent and wider community
 - Through strong communication and home-school partnerships, fostering high engagement and promoting parent and carer participation and involvement.
3. Activate high level student literacy and numeracy achievement
 - Provided by a team of teachers committed to high quality instruction and catering for each individual students' learning needs.
4. Develop students' personal and social capabilities and emotional resilience
 - Fostering self-management, empathy, pride in self and personal identity
 - Fostering happy, healthy and resilient students.
5. Inspire student learning and creativity
 - Through a breadth of programs, learning experiences and extra-curricular activities
 - Through the development of student leadership skills and empowering students through collaborative decision-making processes as active participants throughout their schooling experiences.

Rationale:

An inclusive, positive school community that supports all students to be their best through acceptance, understanding, connection and high quality teaching and learning, will place our students in the best possible position for their future.

Strategic Plan moving forward - Year One of SSP: 2023 AIP

Our 2023 AIP will focus on the key areas of:

- * Development of leadership through the implementation of effective PLC practice.
- * Building of teacher practice - Numeracy and Reading professional learning, PLC implementation and peer observation and coaching to building and enhance teacher practice.
- * Building of teacher data literacy - particular focus on formative assessment in order to develop responsive teaching.
- * Building effective structures and processes to support improved student attendance.
- * Development of whole school key understandings of student, voice and agency - and building initial areas in this across the school.

	<ul style="list-style-type: none">* Work towards embedding a positive school culture through the further professional learning and building staff understandings of Restorative Practice - including student peer meditation training.* Building of scope and sequence to support building of teacher content knowledge - mathematics and emotional and social learning
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Goal 1	Improve student learning outcomes.
Target 1.1	By 2026, decrease the percentage of students achieving in the bottom two bands in NAPLAN Numeracy <ul style="list-style-type: none">• Year 3 from 34% (2022) to 20%• Year 5 from 33% (2022) to 20%
Target 1.2	By 2026, increase the percentage of students achieving high benchmark growth Year 3-5 in NAPLAN Numeracy from 17% (2021) to 25%.
Target 1.3	By 2026, increase the percentage of students in top two bands in NAPLAN Writing <ul style="list-style-type: none">• Year 3 from 33% (2022) to 55%• Year 5 from 16% (2022) to 22%
Target 1.4	By 2026, increase the percentage of students achieving high benchmark growth Year 3-5 in NAPLAN Writing from 4% (2021) to 22%
Target 1.5	By 2026, increase the percentage of students at or above the expected level in the Victorian Curriculum in Writing from 64% (2021, Semester 2) to 75%.

Target 1.6	<p>By 2026, the percentage of positive responses by students to the ATOS factor</p> <ul style="list-style-type: none"> • Stimulated learning will increase from 80% (2022) to 85% • Sense of confidence will increase from 79% (2022) to 85%
<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>	Enhance teacher knowledge and practice in evidence-based instruction.
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Enhance teacher capability in the use of data to inform responsive teaching.
<p>Key Improvement Strategy 1.c 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</p>	Strengthen the instructional leadership approach to learning and wellbeing.
Goal 2	To enhance student wellbeing outcomes.
Target 2.1	By 2026, reduce the percentage of students with 20 or more absence days from 40% (2022 YTD) to 22%.

Target 2.2	<p>By 2026, the percentage of positive responses by students to the ATOS factor</p> <ul style="list-style-type: none"> • Student voice and agency will increase from 73% (2022) to 80% • Perseverance will increase from 70% (2022) to 85% • Effort will increase from 83% (2022) to 90%
Target 2.3	<p>By 2026, the percentage of positive responses by students to the ATOS factor Managing bullying will increase from 84% (2022) to 90%.</p>
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Engage students as partners in their education.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance the school's approach to student wellbeing.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to improving attendance rates.

