

School Strategic Plan 2021-2025

University Park Primary School (4945)



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Awaiting endorsement by School Council President

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School vision	<p>'At University Park Primary School, we work collaboratively to ensure every individual learns to their full potential and is a respectful and responsible member of the school community.'</p> <p>The school's motto of 'Learning Together - Achieving Success' is reflected in its team approach to teaching and learning.</p> <p>At University Park PS, all students have the right to feel and be safe. We share a common belief that all students can learn to a high standard and all students want to learn. We support the development, learning and achievement of every student in our school. Together, in collaboration with parents and the community, we undertake the actions necessary to support the development, learning and achievement of every child. At our school, we deliver a holistic approach to education underpinned by high expectations taking into account the individual, academic, emotional and social needs of our students. We provide our students with the technological, social and academic requirements to become life-long learners and productive adults in the community.</p>
School values	<p>University Park Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and responsibility for, creating an inclusive and safe school environment for our students.</p> <p>University Park Primary School's vision is stated below: 'At University Park Primary School, we work collaboratively to ensure every individual learns to their full potential and is a respectful and responsible member of the school community.'</p> <p>University Park Primary School's values are honesty, respect, responsibility, learning and collaboration.</p> <ul style="list-style-type: none">• Respect is defined as whole body listening, using kind words, including others, speaking in a calm voice, using school equipment properly and keeping hands and feet to ourselves• Honesty is defined as being fair, telling the truth, being trustworthy and accepting responsibility• Responsibility is defined as being organised, finishing what you start, taking care of the property, showing effort in learning, self-regulating and finding out what you don't know.• Collaboration is defined as taking turns, listening to each other, giving and receiving feedback, sharing and respecting different ideas and supporting each other.• Learning is defined as being focused and ready, being curious, being persistent, sharing ideas, taking risks and making connections.

<p>Context challenges</p>	<p>University Park Primary School is situated in the City of Brimbank, St Albans, 20 kilometres west of Melbourne. The school opened in 1972 and is located between an established area, St Albans South, and the developing residential estate of Cairnlea. The current school's context includes an enrolment at the time of the review of 277 students. Many students come from culturally and linguistically diverse backgrounds. The main nationality groups include Vietnamese, Samoan, English and Punjabi. Approximately 40 per cent of the student population is eligible for EAL (English as an Additional Language) support. The Student Family Occupation Education (SFOE) index was 0.4908 in 2021. The school's staffing profile at the time of the review included a principal, two assistant principals, two learning specialist teachers, 17 generalist teachers, two learning tutors, a business manager, along with 4.8 full-time equivalent (FTE) education and administration support staff. The school provides an approved curriculum framework, based on the Victorian Curriculum, that is differentiated to meet student needs. Specialist areas of Languages (Japanese), Physical Education and Visual Arts are offered. Intervention programs in Literacy and Numeracy are provided for students who require additional support in these areas. An After-school Hours Care Program operates at the school. The school has community connections designed to offer students the development of their leadership and sports skills. A kitchen garden program is also integrated into areas of the school's curriculum.</p> <p>The school's key challenges include:</p> <ol style="list-style-type: none"> 1. Engaging with parents and carers as partners in their child's learning. A review of communication strategies, including the school's website and the review of handbooks based on the feedback of new families, will be a focus for the school. Given the multicultural diversity of the school community and the parent concerns over the 2020/2021 COVID lockdowns, the school will prioritise school events to reinvigorate the sense of belonging and the welcoming, responsive and inclusive culture of the school. 2. Building teacher capacity in the use of data and evidence in planning through ongoing development of instructional and shared leadership and of evidence based professional learning activities such as PLCs.
<p>Intent, rationale and focus</p>	<p>At University Park PS we build a positive environment through strong relationships that enable all students to become happy, healthy and resilient members of the community. We realise the goals of excellence and equity through the learning and wellbeing of every student. Our intent is to develop successful lifelong learners and active informed members of just and sustainable communities.</p> <p>Student achievement: We aim to strengthen the achievement of all students through increased learning growth in English and Mathematics.</p> <p>Rationale: Student outcomes in reading related to learning growth had improved over the last Strategic Plan but the school needs to continue to work in this area and also increase the proportion of students showing learning growth in writing. The school will continue to develop teachers' capability to activate students' agency in their learning which will increase student motivation, interest and voice. Building teacher capability in high impact teaching strategies, data-informed planning and point of need teaching will improve student outcomes.</p> <p>Over the next four years, the school will prioritise writing and numeracy whilst maintaining reading outcomes from the pre-review self-evaluation. If student voice and agency in their own learning is activated so that they act as partners in the learning process, then positive school experiences and student engagement and growth in learning will result.</p>

Student engagement and wellbeing: We aim to maximise the engagement and wellbeing of all students by embedding evidence-based, multi-tiered approaches to promote students' wellbeing, regular attendance and school connectedness.

Rationale: University Park PS has worked during the previous SSP to promote positive behaviour, build students' agency in learning, and ensure a stimulating and engaging learning environment. The AToSS (2019) and Parent Opinion Survey data (2020) showed increased levels of positive endorsement, higher than similar schools' or the state average levels, in almost all variables. However, following extended periods of remote learning in 2020 and 2021, there is a need to ensure that all students' wellbeing and engagement continues to be monitored and supported over the next four years. If partnerships with parents/carers are also strengthened through school-wide approaches to engagement and effective communication then parent participation and involvement will increase and staff trust in students and parents will increase.

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<p>Goal 1</p>	<p>Strengthen the achievement of all students through increased learning growth in English and Mathematics.</p>
<p>Target 1.1</p>	<p>NAPLAN Targets</p> <p>Increase proportion of students achieving in the Top Two Bands (NAPLAN) as shown:</p> <ul style="list-style-type: none"> • Year 3 Numeracy from 34% (Average 2018-2021) to 40% (2025) • Year 5 Writing from 15% (Average 2018-2021) to 25% (2025) <p>Increase the proportion of students maintaining the Top Two Bands (NAPLAN) in Year 5 as shown:</p> <ul style="list-style-type: none"> • Reading from 59% (Average 2018-2021) to 75% (2025) • Writing from 30% (Average 2018-2021) to 60% (2025) • Numeracy from 74% (Average 2018-2021) to 75% (2025) <p>Increase the proportion of students with medium to high Benchmark Growth (NAPLAN) as shown:</p> <ul style="list-style-type: none"> • Reading from 70% (Average 2018-2021) to 85% (2025) • Writing from 74% (Average 2018-2021) to 85% (2025) • Numeracy from 83% (Average 2018-2021) to 85% (2025)
<p>Target 1.2</p>	<p>School Staff Survey Targets</p> <p>Increase the levels of positive endorsement against selected variables from the School Staff Survey as shown:</p>

	<ul style="list-style-type: none"> • Collective efficacy from 77% (2020) to 85% (2025) • Teacher collaboration from 62% (2020) to 85% (2025)
Target 1.3	<p>Attitudes to School Survey Targets</p> <p>Increase the levels of positive endorsement against selected variables from the Attitudes to School Survey as shown:</p> <ul style="list-style-type: none"> • Motivation and Interest (Years 5/6) from 77% to 85% (2025) • Student voice and agency (Years 5/6) from 69% to 85% (2025)
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Develop all teachers' capability in high impact teaching strategies.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build all teachers' capacity in data-informed planning and point of need teaching.
Key Improvement Strategy 1.c Empowering students and building school pride	Develop all teachers' capability to activate students' agency in their learning.
Goal 2	Maximise the engagement and wellbeing of all students.
Target 2.1	<p>Attitudes to School Survey Targets:</p> <p>Maintain the positive endorsement against the selected variable from the Attitudes to School Survey as shown:</p>

	<ul style="list-style-type: none"> • Experience of bullying (Years 4-6) at 91% (2025) <p>Increase the levels of positive endorsement against selected variables from the Attitudes to School Survey as shown:</p> <ul style="list-style-type: none"> • Perseverance (Years 4-6) from 88% to 90% (2025) • Teacher concern (Years 4-6) 82% to 90% (2025) <p>(Note: the school's most recent data at the time of the review was the 2019 AToSS results. The Panel agreed that the benchmark levels for these targets should be based on the 2021 AToSS results once these are received.)</p>
<p>Target 2.2</p>	<p>School Staff Survey Target</p> <p>Increase the levels of positive endorsement against selected variables from the School Staff Survey as shown:</p> <ul style="list-style-type: none"> • Staff trust in students and parents from 68% (2020) to 85% (2025)
<p>Target 2.3</p>	<p>Parent Opinion Survey Target</p> <p>Increase the levels of positive endorsement against selected variables from the Parent Opinion Survey as shown:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 82% (2019) to 87% (2025)

Target 2.4	<p>Absences Target:</p> <ul style="list-style-type: none"> • Reduce the proportion of students with 20 or more absence days from 30 percent (average of the previous four years) to at least 25 percent.
Key Improvement Strategy 2.a Health and wellbeing	Embed evidence-based, multi-tiered approaches to promote students' wellbeing, regular attendance and school connectedness.
Key Improvement Strategy 2.b Parents and carers as partners	Strengthen partnerships with parents/carers through school-wide approaches to engagement and effective communication.