

School Strategic Plan 2023-2027

Coolaroo South Primary School (5554)



Submitted for review by Anne-Maree Grozdanoski (School Principal) on 26 February, 2024 at 03:32 PM
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Awaiting endorsement by School Council President

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School vision	At Coolaroo South Primary School, we are a Connected Community, learning with a purpose. Coolaroo South Primary School and Kindergarten provides learning opportunities preschool to year 6. We do this by promoting a collaborative approach with our community and being curious about better ways for students to achieve.
School values	<p>Our values statement serves as the cornerstone of our community, guiding our decisions and actions, fostering a collaborative environment with shared expectations, and ensuring our unwavering focus on what truly matters.</p> <p>Respect: We uphold the belief that every individual deserves respect, and we are committed to treating each other with empathy and understanding.</p> <p>Learning: We are dedicated to providing an environment where everyone can learn, grow, and thrive.</p> <p>Safety: We are unwavering in our commitment to ensuring that everyone within our community feels safe, secure, and valued, fostering an environment in which personal well-being is a top priority.</p>
Context challenges	<p>Coolaroo South Primary School is situated in the North Western Victoria Region, twenty-one kilometres from Melbourne. The school is surrounded by residential, commercial, and industrial areas. The school has four buildings and an Assembly Hall with a connected Visual Arts facility. Our current enrolment is 275 students in the Primary Sector with 55 children in our 3 and 4 Year Old onsite Kindergarten Program. We currently have 20 teaching staff with a mixture of full time and part time staff. We have 13 Education Support Staff who work in a variety of capacities including education support, wellbeing, library and Information Technology. Specialist teachers provide programs in Physical Education, Visual Arts, Languages (Spanish and Arabic) and Science, Engineering, Art and Mathematics. (STEAM). The school is located in a multicultural, disadvantaged community with our main nationalities being, Lebanese, Assyrian, Iraqi, Turkish, Pakistani and Indian. 63% of families have a language background other than English.</p> <p>At Coolaroo South Primary School Numeracy and Literacy form the core of our curriculum and our daily work. Oral language forms a major part of our focus and is the foundation for student learning particularly those from an English as an Additional Language background. Student talk is encouraged and promoted across the curriculum in both structured and unstructured ways. Successful use of language is critical for student wellbeing. Our Leading Teacher of English supports the program planning, assessment and monitoring of students with limited English. Mathematics is the first session and Reading is the second session of every day across the school from Foundation to Year 6. These two sessions have clear instructional models that must be followed. Mathematics includes Problem Solving and covers the three strands of the maths curriculum – Number and Algebra, Measurement and Geometry, Statistics and Probability. Writing sessions are based the Teaching and Learning Cycle. This is a highly scaffolded approach to</p>

	<p>teaching writing where the teacher moves students through each phase of the cycle, providing support for them to listen, speak, read and write, whilst simultaneously building deep content knowledge. Grammar and Punctuation and Spelling are included in writing sessions with explicit sessions for these areas also done across the week. Our school operates in Professional Learning Communities (PLCs) and is therefore very team focused. Each of the five PLCs (Prep, 1/2, 3/4, 5/6, Specialists) has an allocated team of teachers and aides who are collectively responsible for providing programs that meet the needs of all students and for ensuring that all students reach their full potential. There are two Learning Specialist tagged as Mathematics and one Leading Teacher in English whose roles are to coach, mentor and lead teams in their Professional Learning Communities. These Learning Specialists and Leading Teacher are also members of the Leadership of the school - The School Improvement Team (SIT). Student Wellbeing is a strong focus for the school. We are a partner school for Respectful Relationships and collaborate within this network to ensure all staff are up to date with implementing the curriculum. In addition, all staff are trained in the Berry Street Education Model and trauma informed practices through our engagement with the Northern Centre of Excellence in School Engagement (NCESE) a formal collaborative network of 16 primary schools, one secondary school, the Victorian Department of Education and Training (DET), and Banksia Gardens Community Services (BGCS). The school employs a multidisciplinary Wellbeing Team comprising a Speech Pathologist, Play Therapist, Student Counsellor, Engagement Officer, Welfare Officer and Coordinator. This team overseas student referrals and programs (ie adjustments to learning) and supports families with external services. Our Community Hub creates a welcoming place where families from diverse backgrounds, particularly parents/carers with pre-school children, come to connect, share and learn.</p>
<p>Intent, rationale and focus</p>	<p>Coolaroo South Primary School is committed to improving the learning and wellbeing outcomes of every student. As a school and learning community, we strive for a culture of learning and continuous improvement. In improving outcomes and providing a high standard of academic achievement, the school has a personalised learning approach that uses effective teaching practices to empower our students to reach their full potential. It is important for all students to have strong literacy and numeracy skills to ensure their positive participation in the world around them. Our Literacy data indicates the need for a renewed focus on reading and writing over the next four years. The focus areas over the next four years will involve improving teaching quality, promoting student engagement and agency, enhancing wellbeing outcomes.</p>

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Goal 1	To improve the learning growth of every student.
Target 1.1	<p>By 2027, maintain or increase the percentage of students achieving at or above level against the Victorian Curriculum according to Teacher Judgement in Semester 2 in:</p> <ul style="list-style-type: none">• Reading and viewing from 81% (2022) to 81% (2027)• Number & algebra from 71% (2022) to 75% (2027)• Writing from 73% (2022) to 75% (2027)
Target 1.2	<p>By 2027, increase the percentage of students in the Exceeding or Strong proficiency level in NAPLAN as follows:</p> <p>YEAR 3 STUDENTS</p> <ul style="list-style-type: none">• Reading from 30% (2023) to 49%• Writing from 39% (2023) to 54%• Numeracy from 30% (2023) to 44% <p>YEAR 5 STUDENTS</p> <ul style="list-style-type: none">• Reading from 44% (2023) to 60%• Writing from 35% (2023) to 60%• Numeracy from 33% (2023) to 50%

Target 1.3	<p>By 2027, maintain or increase the percentage of positive responses on the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 97% (2023) to 97% (2027) • Differentiated learning challenge from 97% (2023) to 97% (2027) • Motivation and interest from 92% (2023) to 92% (2027)
Target 1.4	<p>By 2027, increase or maintain the percentage positive response on the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Collective focus on student learning from 89% (2023) to 96% (2027) • Academic emphasis from 59% (2023) to 66% (2027) • Collective responsibility from 79% (2023) to 86% (2027) • Guaranteed and viable curriculum from 83% (2023) to 90% (2027)
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's pedagogical model across all areas of the curriculum.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a common approach to curriculum planning and documentation across the school.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Build staff capacity to respond to the learning needs of individual students and groups.

growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	To improve wellbeing outcomes of every student
Target 2.1	<p>By 2027, maintain or increase the percentage of positive responses on the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 90% (2023) to 94% • Student voice and agency from 92% (2023) to 92% • Emotional awareness and regulation from 87% (2023) to 90% • Self-regulation and goal setting from 92% (2023) to 92%
Target 2.2	By 2027, reduce the average absence from 28.5 days (2023) to 24.5days (2027).
Target 2.3	By 2027, increase the average student responses for Resilience on the commercial students survey used by the school from 3.54 (2023) to 3.74.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to	Build staff capacity to respond to the wellbeing needs of individual students and groups.

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Continue targeted intervention practices and protocols that promote attendance.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build student capacity to consistently set challenging learning goals and monitor their own learning growth.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.d	Embed strategies to support and celebrate diversity and inclusion across the school.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion