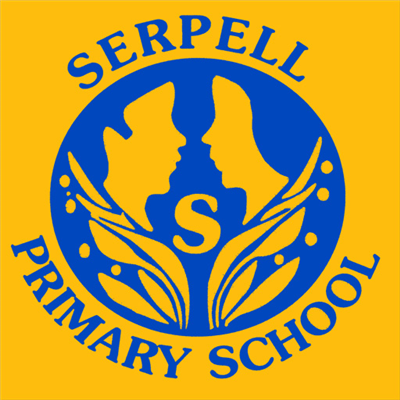
**School Strategic Plan 2022-2026**

Serpell Primary School (5168)



Submitted for review by Wilma Culton (School Principal) on 14 October, 2022 at 11:54 AM  
Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 20 October, 2022 at 10:57 AM  
Awaiting endorsement by School Council President

**School Strategic Plan - 2022-2026**

Serpell Primary School (5168)

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| School vision | Serpell Primary has a strong tradition and reputation in the provision of excellence in educational outcomes and the development of students who strive and achieve success in academic, artistic, civic and sporting opportunities. The school motto of "Learning, Caring, Sharing" establishes a foundation for the purpose and direction of all school endeavours. Our mission and vision "Empowering learners in a global community through educational excellence and personal growth" was developed through a process of community consultation and further articulates the core business of our teaching and learning programs. These Guiding Statements have supported the school in developing an increasingly deepening and embedding of inter-cultural understandings and capabilities for our students and staff in practices and protocols which typify our every day learning and work. Our community provides us with a natural advantage in living this mission, as our every day experience of diverse language, ethnicity, culture, religion and beliefs enrich our educational and personal environment. Our community also provides us with first-hand links to the educational and broader global community. |
| School values | School values of care, compassion, respect, integrity, responsibility, understanding, fair go, freedom, trustworthiness, honesty, tolerance and inclusion provide a moral compass to guide our work.  We are committed to meeting the current and future needs of our students and in developing global citizenship and intercultural capabilities. We place strong emphasis on high academic achievement in the context of the development of programs for all children and providing them with opportunities both within and outside the school. Accreditation with The Council of International Schools (CIS) provides recognition that the school meets the standards of world best practice in philosophy, governance, curriculum, staffing, student services, resources and community life. Our Strategic Plan places emphasis on high academic achievement, internationalizing curriculum, development of student agency opportunities and building the highest quality teacher capacity. Serpell PS enjoys positive and productive working relationships with parents and the wider community, with 83.6% of parents indicating satisfaction with the school overall.  The culture of growth and ongoing improvement embedded in the Guiding Statements also defines and typifies the professional learning culture. Staffing at the school is very stable, with vacancies largely due increased enrolments, family leave, long service leave and promotion to other school leadership positions. Serpell PS enjoys positive and productive working relationships with parents and the wider community. Special mention needs to be made about the immense support that parents gave to their children and school in the very challenging pandemic time. The digital environment developed at that time provided an opportunity for a platform of closer home/school relationships from the perspective of students, parents and staff which now forms a major component of the home/school partnership and communication. The most important element of our relationship with parents is trust and good will.  The school follows the Victorian Curriculum. Student achievement continues to demonstrate a pattern of consistent high achievement, with Naplan demonstrating above mean performance for both state and "like Schools" in all subjects and at all levels. |
| Context challenges | Our school is located in Templestowe, 15km east of the Melbourne CBD and we recognise and pay respect that we are located on the first nation lands of the Wurundjeri people of the Kulin Nation. We are committed to meeting the current and future needs of our students and in developing global citizenship and international networks. We place strong emphasis on high academic achievement in the context of the development of programs for all children and providing them with opportunities both within and outside the school.  The demographic structure of the school neighbourhood has altered dramatically in recent years. The City of Manningham has rezoned traditional broad acre property neighbourhoods into high density apartment living, town house lots and smaller house blocks. This housing density change has placed increasing pressure on school enrolments. The school zone now also hosts two schools, three nursing homes, a monastery, and The Pines Shopping Complex. Since 2022, it has been necessary to implement an enrolment zone, with applications for places significantly exceeding capacity. However, the school maintains a spacious and sporting and recreational environment, with a full sized oval, basketball courts, playgrounds and quiet play areas. The buildings include an administration centre, stadium, hall, music room, forty-eight classrooms, staff facilities, canteen and change rooms. Serpell is organized in traditional year level groupings with its modern teaching facilities supported by an extensive ICT infrastructure. The school has 68 equivalent full time (EFT) teaching staff, 1 Principal, 3 Assistant Principals Class, 4 Learning Specialists,8 Leading Teachers and 7 EFT support staff.  A Department of Education and Training International Student program is in place, with fee paying students accommodated where vacancies in year levels exist.  All classes are designed to provide differentiated teaching structures to ensure that the students are highly engaged and provided with challenge in their learning. Additional opportunities to extend students of high ability are in place including robotics, 3D printing, the Victorian Schools High Ability program, International Competition for Australian Schools in Mathematics, English, Science and Spelling, (ICAS), individual music lessons, dancing classes, performing arts including Wakakirri and a very extensive and successful sporting program.  Small group classes are in place for students who have English as an Additional Language, with the number of classes per week adjusted for levels of proficiency. Small group tutoring is also available in literacy and numeracy for students requiring support. The school is inclusive and has a program for students with disabilities which is strongly supported by specialist advice and Education Support staff. |
| Intent, rationale and focus | Moving into the next period of growth, the school will focus on several areas:  To develop curious lifelong learners with strong academic skills in literacy, particularly in writing.  To develop curious lifelong learners with strong academic skills in numeracy.  To improve student wellbeing and engagement with a foci on the development of student voice and a sense of confidence  In the continued development of our Guiding Statements, we will review our focus on inter-cultural capabilities, the opportunities for our sister school relationships and how we can relate to and benefit from, the changing global geopolitical environment.  School Council will implement the new Self Assessment Tool and respond to the findings for improvement in governance.  In the curriculum teaching and learning domain, there will be three areas of teacher professional development focus with the first being on the teaching of writing and the second the continued development of teaching numeracy and the third on digital literacy.  A focus on recruitment and an induction into a professional learning culture will be a priority in response to the emerging teaching profession challenges and shortages..  The school will respond to changes from 1st July 2022 in the Child Safe Standards reviewing and amending our processes as required.  In response to parent feedback,, the school will continue to develop the IT communication hub, to further support parent/school on-line communication.  Following the completion of the new Music facility, we will implement a comprehensive Music program, led by newly employed music staff.   The school will also continue to support the upgrading of technology resources, with a 1/1 provision of laptops for Years 3 and 5. |

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| **Goal 1** | To develop curious lifelong learners with strong academic skills in literacy, particularly in writing. |
| Target 1.1 | By 2026, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase:   * in Writing from 45 per cent in 2021 to 50 per cent * in Reading from 74 percent in 2021 to 79 per cent |
| Target 1.2 | By 2026, the percentage of Year 3 students assessed in the top two NAPLAN bands will increase:   * in Writing from 89 per cent in 2021 to 90 per cent |
| Target 1.3 | By 2025, the percentage of Year 5 students assessed as having above benchmark NAPLAN growth in Writing will increase from 29 per cent in 2021 to 40 per cent. |
| Key Improvement Strategy 1.a 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 and implement a whole school approach to the delivery of the writing |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build staff knowledge, capacity and creativity in the teaching of writing |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen student capacity to express themselves in writing |
| **Goal 2** | To develop curious lifelong learners with strong academic skills in numeracy. |
| Target 2.1 | By 2025, the percentage of Year 5 students assessed in the top two NAPLAN bands in numeracy will increase from 78 per cent in 2021 to 80 per cent. |
| Target 2.2 | By 2025, the percentage of Year 5 students assessed as having above benchmark growth in NAPLAN Numeracy will increase from 34 per cent in 2021 to 45 per cent. |
| Target 2.3 | By 2025 the percentage of staff reporting positive endorsement in the school staff survey measure use high impact teaching strategies will increase from 70 per cent in 2021 to 85 per cent |
| Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | To develop staff knowledge, capacity and creativity in the teaching of numeracy |
| Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | To develop teacher capacity to implement the whole school numeracy model |
| Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | To build teacher knowledge and confidence in mathematical understandings |
| **Goal 3** | To improve student wellbeing and engagement |
| Target 3.1 | By 2025, the percentage of Year 5 and 6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:   * student voice and agency factor from 73 per cent in 2021 to 80 per cent * sense of confidence from 78 per cent in 2021 to 85 per cent * emotional regulation and awareness from 77 per cent in 2021 to 80 per cent * sense of confidence from 78 per cent in 2021 to 85 per cent. |
| Target 3.2 | By 2025, the percentage of parents reporting positive endorsement in the parent opinion survey measures will increase:   * Confidence and resiliency from 85 per cent in 2021 to 88 per cent * student agency and voice from 83 per cent in 2021 to 88 per cent. |
| Key Improvement Strategy 3.a 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 | To empower all students to be curious, active and resilient learners |
| Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | To implement an agreed whole school approach to student agency |