

School Strategic Plan 2022-2026

Geelong South Primary School (2143)



Submitted for review by Leanne Dowling (School Principal) on 19 January, 2025 at 01:46 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 15 January, 2026 at 01:16 PM
Awaiting endorsement by School Council President

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School vision	<p>Our students will be aspirational students who are valuable community members.</p> <p>They will be:</p> <ul style="list-style-type: none">• Successful learners• Confident, creative and curious• Active, informed and inclusive citizens. <p>As successful learners who 'Aim High', they will:</p> <ul style="list-style-type: none">• Have an active role in their own learning• Have essential skills in literacy and numeracy• Be creative and productive users of technology• Be able to think critically and logically• Be able to problem solve in a critical and creative manner <p>As confident and creative individuals, they will:</p> <ul style="list-style-type: none">• Have a sense of self-worth and personal identity• Be optimistic and demonstrate a positive mindset• Be enterprising and show creative initiative• Demonstrate personal values such as honesty, resilience, empathy and respect for others• Have the knowledge and skills to maintain healthy satisfying lives <p>As active, informed and inclusive citizens, they will:</p> <ul style="list-style-type: none">• Act with moral and ethical integrity• Appreciate Australia's social, cultural, linguistic and religious diversity, along with an understanding of Government, culture and history• Understand and value indigenous cultures and reconciliation.
School values	<p>Our Motto: Aim High Our Values: Relationships, Responsibility, Respect,</p>

	<p>At South Geelong Primary School, we demonstrate our school motto and live our values of relationships, responsibility and respect in how we learn, work and interact in kindness.</p> <p>Our value of relationships means we help others succeed. We have a firm belief in students valuing others regardless of race, age, religion, gender or disability. We cooperate with others in a positive way by getting along with everyone else.</p> <p>Our value of responsibility means we strive to do our best. We have a firm belief in students taking responsibility for learning through persistence and effort to experience personal growth through the development of knowledge, skills and experiences. We have courage and confidence to work together and to be active members of our learning community.</p> <p>Our value of respect is shown when we care for self, others and the environment. We have a firm belief in students valuing others, their experiences and differences. We are an inclusive learning community where everyone is treated in a polite, friendly and welcoming manner. We value everyone's contribution to our community.</p>
<p>Context challenges</p>	<p>Achieving optimal levels of growth for all students in literacy and numeracy was partially met in the last review period, with numeracy growth a focus for the next strategic plan. The School Review Panel recommended that the actions used to improve writing be adapted to provide a clear focus to improve numeracy outcomes; strengthening numeracy teaching practice through explicit instruction and feedback and using a numeracy curriculum that is structured, engaging and differentiated consistently.</p> <p>During the review period, the percentage of student positive responses to student voice and agency were higher than similar schools and state percentages and reflect the work the school has undertaken in wellbeing, inclusion and student support. This was noted by the Panel who thought there were possible opportunities for learners to have further choice and to drive their own learning processes. It was felt that there was not enough capacity for students to impact or have a say about their learning and that this was a barrier to authentic student agency.</p> <p>The School Review Panel recommend the next steps to continue building students learning skills:</p> <ul style="list-style-type: none"> • students setting challenging learning goals and monitoring their own growth • documentation of adjustments recorded in planning documents. <p>For equity funded, disability and additional needs and Aboriginal and Torres Strait Islander students:</p> <ul style="list-style-type: none"> • cultural education programs with a focus on parent information • further CUST training for new staff • documentation of adjustments recorded in planning documents. <p>For students with English as an Additional Language:</p> <ul style="list-style-type: none"> • the EAL curriculum to be considered if adjustments are necessary and build student capacity to set challenging

	<p>learning goals and monitor their own growth</p> <ul style="list-style-type: none"> • documentation of adjustments recorded in planning documents.
<p>Intent, rationale and focus</p>	<p>The School Review Panel recommends the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> • Learning growth in numeracy and literacy • Practice excellence • Assessment and data literacy • Student voice, agency and leadership • Student engagement and wellbeing

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Goal 1	Optimise student numeracy and literacy outcomes.
Target 1.1	By 2026, decrease the percentage of Year 5 students at below benchmark growth in NAPLAN: <ul style="list-style-type: none">• Numeracy from 23 percent (2021) to 15 percent (2026)• Reading from 18 percent (2021) to 10 percent (2026)• Writing from 20 percent (2021) to 12 percent (2026).
Target 1.2	By 2026, increase the average percentage of students in the top 2 NAPLAN bands: Year 3: <ul style="list-style-type: none">• Numeracy from 46 percent average (2019- 2022) to 54 percent average (2023- 2026)• Reading from 60 percent average (2019- 2022) to 68 percent average (2023- 2026)• Writing from 57 percent average (2019 -2022) to 63 percent average (2023- 2026). Year 5: <ul style="list-style-type: none">• Numeracy from 34 percent average (2019 -2022) to 42 percent average (2023- 2026)• Reading from 57 percent average (2019- 2022) to 61 percent average (2023- 2026)• Writing from 25 percent average (2019- 2022) to 33 percent average (2023- 2026). Baseline average taken 2019, 2021, 2022 average top 2 bands Target average based on average 2023 - 2026 top 2 bands

Target 1.3	<ul style="list-style-type: none"> • By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
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 the capabilities of PLCs to expertly use data and the FISO improvement cycle to improve student learning outcomes.
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	Embed formative and summative assessment practices to obtain and provide feedback on student learning and wellbeing attainment.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a whole school, evidence-based approach to reading and numeracy.
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement personalised learning goals for all equity funded students.

Goal 2	Improve the ability of students to understand themselves as learners and socially relate with peers and community.
Target 2.1	By 2026 increase the percentage of positive response scores on the AToSS for Years 4-6 in the factors: <ul style="list-style-type: none"> • High resilience from 71 percent (2022) to 79 percent (2026) • Differentiated learning from 86 percent (2022) to 90 percent (2026) • Student voice and agency 78 percent (2022) to 82 percent (2026).
Target 2.2	By 2026 decrease the percentage of the low resilience response score on the AToSS for Years 4-6 from 17 percent (2022) to 9 percent (2026).
Target 2.3	By 2026 increase the percentage of positive responses score for the POS in the module Student Cognitive Engagement from 76 percent (2021) to 80 percent (2026).
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower student voice, agency and leadership to strengthen student participation and engagement in learning and wellbeing.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning and wellbeing needs of all students.

