School Strategic Plan 2019-2023

Plenty Parklands Primary School (1915)

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School vision	Our PURPOSE: Plenty Parklands Primary School is a place of learning. We educate children to be lifelong learners who thrive in our rapidly changing and increasingly connected world. Our VISION is 1. Our students, staff and community learn and are cared for in an environment that reflects our school values and Quality Principles. 2. Our students are creative and discerning thinkers with the skills, knowledge and personal attributes to contribute as effective global citizens. 3. Our school promotes and fosters individual and team excellence. 4. Value is added to each child's life through our interdependent partnership between parents, staff, students and the community. In 2017 feedback from Junior School Council and class meetings across the school, suggested a review of our Values was needed to see if they could be more meaningful and effective. A student leadership group from years 4 to 6 undertook this very challenging improvement cycle process using a range of Quality tools to gather, organise and prioritise ideas from every student, from parents in evening workshops and online, and from staff. This also included reviewing our Purpose and Vision statements and Systems Map as they are all interdependent, and resulted in the current Purpose and Vision statements, a revised Systems Map and redefined Values, and their endorsement and adoption by our whole school community.
School values	Our VALUES are A FAIR GO FOR ALL – I live by Australia's tradition of democracy and freedom. I live in harmony and am open minded to diversity. HONESTY – I tell the truth, even when it is difficult. RESPECT – I treat other people as I would like to be treated, with kindness and courtesy. TRUST – I am responsible and do the right thing. CARE – I am kind to others and considerate of their feelings. PERSONAL ACHIEVEMENT – I put in my best effort, individually and as a team member, by being persistent, resilient and responsible for my learning and behaviour.
Context challenges	Our 2019 review identified articulate kids, the positive tone of the learning environment, breadth of curriculum offered to students, the crucial importance of our Values, enjoyable and successful community events including the Family Fun Night, biennial concert

	alternating with a family dance, great facilities, the support provided to new staff, whole school approach to writing and understanding of and approach to school goals, clear processes across the school and a strong, supportive culture as some of the strengths of PPPS. The process also identified our opportunities for improvement (OFIs) and the positive preconditions in place to address them. • Improve literacy and numeracy outcomes (continuous improvement) • Ensure point of need teaching for every student, in particular those students achieving well above the expected level • Embed student voice, agency and leadership in learning • Improve student wellbeing and resilience Our EAL cohort is increasing in number however does not present a concern in terms of achievement.
Intent, rationale and focus	The achievements of the previous SSP have established an excellent starting point for our new SSP. We have the preconditions to build a more consistent and rigorous practice from our initial work. We have already established our own Models of Practice (MoP) built on evidence based pedagogy. Our focus will be to ensure all teaching staff deepen their professional knowledge of the pedagogy that underpins these MoPs, including the High Impact Teaching Strategies. Our priority is to consistently implement these practices and deliver high quality data driven and differentiated curriculum that best meets the needs of our students. To do this we need to reassess the way we plan and build a collaborative learning community within the school. We will explore the PLC model as a means to achieve this. This will be through a staged implementation over the 4 years, continually building teachers capabilities to work within this framework and valuing an adaptive mindset that allows teachers to refine and modify their programs to ensure students learn. In our approach, using the philosophy of Quality Learning Australia, we have already embraced the notions of student voice, agency and leadership. However we acknowledge that we need t continually keep this at the centre of what we do at Plenty Parklands. The documentation and resources surrounding the AMPLIFY publication complement and extend our understanding of these concepts. Our work will continue to build the Gradual Release of Responsibility and increase opportunities for student voice, agency and leadership in their learning. We also believe in the importance of having high expectations of our students and staff. Expectations of academic endeavor including the sciences, Arts and physical education and the social and emotional wellbeing of our students remains paramount. Students thrive in a safe and respectful environment that supports their specific needs. To achieve this we will continue to grow our staff's knowledge about specific learning challenges students face and the strategies to best support the students to achieve their best. The positive and productive relationship with our school community will remain a priority.

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Goal 1	To improve literacy and numeracy outcomes for all students
Target 1.1	**NAPLAN** By 2023, increase the percentage of Year 3 students achieving in the *top 2 bands of NAPLAN Reading, Writing and Numeracy* • *Reading* to increase from 64 per cent in 2019 to 68 per cent in 2023 • *Writing* to increase from 67 per cent in 2019 to 70 per cent in 2023 • *Numeracy* to increase from 45 per cent in 2019 to 50 per cent in 2023
Target 1.2	**NAPLAN** By 2023, increase the percentage of Year 5 students achieving in the *top 2 bands of NAPLAN Reading, Writing and Numeracy* • *Reading* to increase from 40 per cent in 2019 to 44 per cent in 2023 • *Writing* to increase from 21 per cent in 2019 to 40 per cent in 2023 • *Numeracy* to increase from 26 per cent in 2019 to 38 per cent in 2023
Target 1.3	**NAPLAN** By 2023, reduce percentage of year 5 students achieving low benchmark growth in NAPLAN Reading Writing and Numeracy • *Reading* to decrease from 35 per cent in 2019 to 18 per cent in 2023 • *Writing* to decrease from 19 per cent in 2019 to 15 per cent in 2023 • *Numeracy* to decrease from 26 per cent in 2019 to 18 per cent in 2023
Target 1.4	School **Staff survey** • By 2023, increase the percentage of positive responses to Academic Emphasis from 70% in 2019 to 75% by 2023.

Key Improvement Strategy 1.a Curriculum planning and assessment	Embed the current school pedagogy to a high level consistently across the school
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Review and embed an evidence based whole school approach to a cycle of planning, implementation and evaluation
Key Improvement Strategy 1.c Building practice excellence	Build teacher capacity to deliver a curriculum that addresses the point of need of every student
Key Improvement Strategy 1.d Building practice excellence	Build teacher capacity in data literacy
Goal 2	**To improve engagement in learning for all students**
Target 2.1	**Student Attitudes to School Survey** By 2023, increase the percentage of positive responses for *the motivation and interest*, *self-regulation and goal setting, student voice and agency* and *Stimulated learning* factors on the Student Attitudes to School Survey. • *Motivation and interest* to increase from 82 per cent in 2019 to 86 per cent in 2023 • *Self regulation and goal* setting to increase from 88 per cent in 2019 to 90 per cent in 2023 • *Student voice and agency* to increase from 71 per cent in 2019 to 75 per cent in 2023 • *Stimulated learning* to increase from 82 per cent in 2019 to 86 per cent in 2023.
Target 2.2	**Student Attendance** By 2023, decrease the percentage of Prep to year 6 students with 20 or more days absent from 23 per cent in 2018 to 20 per cent.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop, document and implement a whole school strategy to maximise/optimise student voice, learner agency and student leadership
Key Improvement Strategy 2.b Vision, values and culture	Develop a culture of high expectation and excellence throughout the school community

Goal 3	To improve the wellbeing and resilience of all students
Target 3.1	**Student Attitudes to School survey** By 2023, increase the percentage of positive responses for the *sense of confidence*, *sense of connectedness* and *resilience* factors on the Student Attitudes to School Survey. • *Sense of Confidence* to increase from 86 per cent in 2019 to 90 per cent in 2023 • *Sense of Connectedness* to increase from 76 per cent in 2019 to 80 per cent in 2023 • *Resilience* to increase from 80 per cent in 2019 to 85 per cent in 2023
Target 3.2	**School Staff Survey** By 2023, increase the percentage of positive responses for the *Trust in students and parents* and *school climate*, factors on the School Staff Survey. • *Trust in students and parents* to increase from 75 per cent in 2019 to 80 per cent in 2023 • *School climate* to increase from 82 per cent in 2019 to 85 per cent in 2023
Key Improvement Strategy 3.a Curriculum planning and assessment	Embed a consistent model across the school that supports the needs of current and future students
Key Improvement Strategy 3.b Health and wellbeing	Further develop a safe and respectful environment for all students with a focus on resilience