

School Strategic Plan 2023-2027

Plenty Parklands Primary School (1915)



Plenty Parklands
Primary

Submitted for review by David Whewell (School Principal) on 01 February, 2024 at 02:38 PM

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School vision	<p>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.</p> <p>Our VISION is</p> <ol style="list-style-type: none">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.
School values	<p>Our VALUES are</p> <p>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.</p> <p>HONESTY – I tell the truth, even when it is difficult.</p> <p>RESPECT – I treat other people as I would like to be treated, with kindness and courtesy.</p> <p>TRUST – I am responsible and do the right thing.</p> <p>CARE – I am kind to others and considerate of their feelings.</p> <p>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.</p>
Context challenges	<p>Our 2023 review identified that there is consistent implementation of our Models of Practice in reading and writing and both provide both teachers and students with a common language for learning. Although teachers follow the Mathematics model of practice, they lack a comprehensive understanding of the Mathematics curriculum and are less confident in teaching Numeracy. As a school we have not focused on developing staff teaching capacity in the area of Numeracy as we have done in Reading and Writing before. Due to the focus on reading and writing, Mathematics professional learning has been limited. Teachers are heavily reliant on using Essential Assessment to gather assessment data and inform their teaching and learning programs.</p> <p>Successful implementation of the PLC model in the school has occurred, but further development of our PLC leaders capacity to effectively lead their teams is required.</p>

	<p>Positive and consistent practices around gathering student feedback to support the design and implementation of engaging teaching and learning programs is an area that the school continues to work on. Students providing teachers with feedback is limited and is not occurring in most classrooms.</p> <p>With the move to the Disability Inclusion model, staff capacity to implement adjustments to meet all students' learning and wellbeing needs will need to be a focus. Continuing to refine IEPs and the provision of further professional learning for all staff on inclusion and wellbeing strategies is required.</p>
<p>Intent, rationale and focus</p>	<p>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 in numeracy based on our already well established practices in literacy.</p> <p>One of our focuses will be on strengthening staff curriculum knowledge and capacity for high quality instructional practice in numeracy. There will be an emphasis on cognitive engagement and the proficiencies to assist students to develop the capabilities to respond to familiar and unfamiliar mathematical situations. The introduction of the Mathematics 2.0 Victorian Curriculum provides a timely opportunity to work on developing the professional knowledge of staff with a focus on effective and engaging teaching practices in Mathematics.</p> <p>This will also include strengthening teacher capacity to use a range of assessment strategies and feedback to design instruction that supports, challenges and extends every student.</p> <p>Teachers need to develop their formative assessment practices and use a wider variety of assessment sources to moderate achievement and inform their planning. Streamlining the tracking and storage of assessment data in a timely and accessible way for teachers will support this process. Whole school professional learning in the area of data analysis supported PLC leaders and teams in identifying learner centered problems and problems of practice to explore.</p> <p>Strengthening staff capacity to plan and implement opportunities for students to exercise authentic learner agency, within our Models of Practice will also be pivotal to increase student engagement. Increasing staff confidence and building a range of practices to support the regular gathering of feedback from students in both formal and informal ways will be a focus. Analysis of our current models of practice and increasing planned opportunities for authentic student agency within these models needs to occur.</p> <p>The inclusion and wellbeing of all students will be an ongoing priority as we move to the new disability inclusion model. Implementing adjustments that meet all students' learning and wellbeing needs will be a focus and this would include continuing to refine IEPs and providing further professional learning for all staff on inclusion and wellbeing strategies. Leadership will reinforce the use of school values to establish expectations for learning and positive behaviours with students and the use of consistent language across the school.</p>

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Goal 1	Optimise the learning achievement and growth of every student in Numeracy.
Target 1.1	<p>NAPLAN</p> <p>NAPLAN target to be confirmed</p>
Target 1.2	<p>By 2027, increase the number of students making at and above expected growth in one year measured against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • Number and Algebra from 86% in 2022 to 90% • Measurement and Geometry from 86% in 2022 to 90% • Statistics and Probability from 87% in 2022 to 90%
Target 1.3	<p>By 2027, increase the percentage of positive responses on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Using student feedback to improve practice from 50% in 2023 to 70% • Professional learning through peer observation from 38% in 2023 to 52% • Academic Emphasis from 70% in 2023 to 74%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum	Strengthen staff curriculum knowledge and capacity for high quality instructional practice in Numeracy.

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b 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	. Strengthen teacher capacity to use a range of assessment strategies and feedback to design instruction that supports, challenges and extends every student.
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	
Goal 2	Empower all students as active and engaged learners.
Target 2.1	By 2027, increase the percentage positive responses on the Student Attitudes to School Survey (AToSS) for the following factors: <ul style="list-style-type: none"> • Student Voice and Agency from 59% in 2023 to 66% • Stimulated learning from 66% in 2023 to 77% • Sense of confidence from 75% in 2023 to 80%.
Target 2.2	By 2027, maintain the percentage positive responses on the Parent Opinion Survey for the following factors: <ul style="list-style-type: none"> • Student motivation and support - maintain at 90% or above • Stimulating learning environment - maintain at 86% or above.

Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Refine processes that elicit and use meaningful feedback from students to enhance teaching, learning and wellbeing.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen staff capacity to plan and implement opportunities for students to exercise authentic learner agency.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Goal 3	Maximise the wellbeing outcomes for all students.
Target 3.1	By 2027, increase the percentage positive responses on the AToSS for the following factors: <ul style="list-style-type: none"> • Emotional awareness and regulation from 67% in 2023 to 73% • Perseverance from 73% in 2023 to 77% • Sense of connectedness from 73% in 2023 to 77%.
Target 3.2	By 2027, maintain the percentage positive responses on the POS for the Confidence and resiliency skills factor at 85% or above.

Target 3.3	By 2027, increase the percentage positive responses on the SSS Parent & community involvement module, Engagement & outreach factor from 81% in 2023 to 85%.
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed staff capacity to implement adjustments to meet all students' learning and wellbeing needs.
Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop relationships with parents as partners in their children's learning and wellbeing.
Key Improvement Strategy 3.b 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	

