

School Strategic Plan 2019-2023

Porepunkah Primary School (1144)



Submitted for review by Jill Gillies (School Principal) on 15 November, 2019 at 09:12 PM

Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 19 November, 2019 at 07:52 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2019-2023

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School vision	<p>The current school vision of Porepukah Primary School is: Our School places every learner at the centre to ensure all students achieve success in their learning. Our purpose is to create an inclusive, safe and a high quality learning environment where learners are guided in the development of: a love of learning, healthy self-esteem, rising to challenges, confidence, independence and are happy, positive children who strive for excellence in lifelong learning.</p> <p>The 2019-2023 Strategic Plan includes a specific Key Improvement Strategy in Goal 3 to review the school's vision, values and culture to reflect the current parent, student and staff vision. The updated and co-created vision statement will be entered following the implementation of this KIS.</p>
School values	<p>The current school values of Porepukah Primary School are: We are committed to instilling learners with the values of respect for self and others, confidence, resilience, honesty, tolerance, persistence, pride in their achievements in their school and in their community and a desire to achieve at the highest possible level.</p> <p>The 2019-2023 Strategic Plan includes a specific Key Improvement Strategy in Goal 3 to review the school's vision, values and culture to reflect the current parent, student and staff vision. The updated and co-created values statement will be entered following the implementation of this KIS.</p>
Context challenges	<p>Porepukah Primary School's key contextual challenges were reflected during the School Review process through the findings against the Terms of Reference Focus Questions below:</p> <p>Terms of Reference Focus Question 1: To what extent does differentiation occur in English and Mathematics lessons to cater for the needs of students?</p> <p>The panel investigated how the needs of students were met by teachers to extend learning for all students. The panel found that the school had exemplary curriculum and teaching practices in place, high levels of teacher knowledge of the Victoria Curriculum, highly skilled teachers with a strong culture of high expectations of students and of each other as staff. Teacher use of assessment to drive improved student learning and evaluate teaching practices was evident to the panel with flexible grouping being used effectively across the school. The school provided a learning climate where students were encouraged to be aware of their Reading, Writing and Mathematics data sets and levels of performance. Although the school has developed a consistent instructional model for Writing through professional learning team meetings, there was identified work in this area to bring Writing results in line with</p>

Reading and Mathematics results.

Terms of Reference Focus Question 2: To what extent does the school develop student agency in learning through the use of goal setting and feedback?

During the School Review process, the Panel found that the school was seeking ways to be consistent in linking the learning goal and success criteria for lessons to the mini lesson and through to individual learning tasks. Teacher knowledge and skills in developing student voice, agency and leadership was developing including the implementation of the Social Enterprise Education program which provided enhanced opportunities for students to have voice and agency in their learning. The Panel found that the issue of feedback between students, teachers and parents was yet to be fully explored within the school, to address inconsistency across the school with how information about student learning is communicated.

Terms of Reference Focus Question 3: To what extent do the school's student engagement and well being program and teaching approaches promote the development of motivation and interest of boys?

The Panel found that the playground environment was very positive with boys and girls playing well together and with little to indicate a lack of connection with school or negative behaviours in the playground. The school had long-standing school values which were developed by previous parents, staff and students. These featured prominently around the school and were well-known by students. There were eight values, which the Panel noted was large number compared to other school values statements. The Panel found that despite high-levels of academic performance by boys, there was a negative culture amongst the boys that they were not good at learning and put minimal effort into their work. The Panel found that the lack of systems of recognition of learning achievement and growth, attitude and behaviour, linked to the school values was a significant factor in AtoSS results for boys. It was clear to the Panel that there was a perceived lack of voice, agency and leadership amongst the boys in the student forums and the school will need to ensure there is a continued focus on engaging boys interest and motivation within the curriculum.

Terms of Reference Focus Question 4: To what extent does the school's student engagement and well being program promote the development of confidence, resilience and attitudes to attendance in all students?

During fieldwork investigations the Panel found that the school had revised and implemented the school's student well being program during the review period which included Implementation of Kids Matter, the Bounce Back program and The Resilience Project in order to improve student health and well being. The Growth Mindset language and lessons were introduced to classrooms to complement these programs. The Panel found that the School Values were in place but had been developed some years earlier and may not have the same level of buy in by students as previously and there was no clear flow on from School Values to documented behaviours, attitudes and expectations, nor to systems of recognition and reward. It was also noted that the school had effective student health and well being programs in place, but student engagement approaches were not as effective, especially for boys. Attendance issues were an example of this lower engagement of students which will become a focus into the future.

Intent, rationale and focus

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- English, particularly improving Writing
- Student voice and agency in their learning
- Recognition of student achievement, effort and growth.

Over the next four years, through the implementation of the School Strategic Plan, Porepukah Primary School work towards the following three goals as detailed below:

Intent: To improve student learning in Literacy - Writing

Rationale: Writing results were lower than Reading and Mathematics. There were more students in the bottom two bands on NAPLAN in Writing than in Numeracy and Reading. There were more students assessed at below level on Teacher Judgments against the Victorian Curriculum in Writing than in Reading & Viewing and Mathematics – Number & Algebra. This indicated less effective teaching of Writing across the school.

Focus: Build assessment literacy of staff in writing, develop rigorous evidence-based approaches to teaching of writing, develop strategic professional learning to improve the teaching of Writing which is collaborative, involves reflection and uses student feedback and voice to improve teaching approaches

Intent: To improve student voice and agency in their learning

Rationale: The Panel found that the areas of student goal setting, student feedback and student voice were lower in the school than other key indicators of student engagement. The panel identified feedback between students, teachers and parents and improving the engagement of boys as areas for improvement.

Focus: Develop student skills in monitoring their own learning, develop processes for authentic learning partnerships between students, teachers and parents, ensure professional learning is focused on developing staff skills in giving and receiving feedback and student voice and agency

Intent: To improve student engagement and well being

Rationale: The panel found that school values were in place but there were no associated behavioural expectations nor recognition and reward processes. The school's overall approach to student well-being had led to higher results in student well-being, but results for well-being and engagement variables on the AtoSS were generally lower for boys.

Focus: Review the school's vision, values and culture to reflect the current parent, student and staff vision, implement evidence based processes for student recognition and feedback in relation to student learning, attitude and behaviour, build school processes to monitor and minimise the risk of student disengagement and build the capacity of students to self-regulate their attitudes to learning and behaviour.

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Goal 1	To improve student learning in Literacy - Writing
Target 1.1	<p>Decrease the number of students in the bottom two bands on NAPLAN Years 3 and Year 5 in Writing:</p> <ul style="list-style-type: none"> • In Year 3 from 17% in the bottom two bands in 2018 to 0% in 2022 • In Year 5 from 13% in the bottom two bands in 2018 to 0% in 2022
Target 1.2	<p>Improve Teacher Judgements against the Victorian Curriculum in English-Writing:</p> <ul style="list-style-type: none"> • Increase the percentage of students in Foundation -Year 6 assessed Above Level from 22% in 2018 to 30% in 2022.
Target 1.3	<p>Improve NAPLAN Relative Growth in Writing from Year 3 to Year 5:</p> <ul style="list-style-type: none"> • Reduce low growth from 27% in 2018 to 10% in 2022 • Increase high growth from 18% in 2108 to 30% in 2022
Key Improvement Strategy 1.a Curriculum planning and assessment	Build assessment literacy of staff in writing
Key Improvement Strategy 1.b	Develop rigorous evidence-based approaches to teaching of writing

Curriculum planning and assessment	
Key Improvement Strategy 1.c Building practice excellence	Develop strategic professional learning to improve the teaching of Writing which is collaborative, involves reflection and uses student feedback and voice to improve teaching approaches
Goal 2	To improve student voice and agency in their learning
Target 2.1	Improved Student Attitude to School Survey (SATSS) data in the Social Engagement Domain in the Survey Factor of: <ul style="list-style-type: none"> • Student Voice and Agency from 68% positive endorsement in 2019 to 80% in 2022
Target 2.2	Improved Student Attitude to School Survey (SATSS) data in the Learner Characteristics and Disposition Domain in the Survey Factors of: <ul style="list-style-type: none"> • Learning Confidence from 72% positive endorsement in 2019 to 80% in 2022 • Motivation & Interest from 81% positive endorsement in 2019 to 90% in 2022 • Self Regulation & Goal Setting from 77% positive endorsement in 2019 to 85% in 2022
Target 2.3	Improved Parent Opinion Survey (POS) results in the areas of: <ul style="list-style-type: none"> • Student Motivation and Support from 83% positive response in 2018 to 88% in 2022 • Effective Teaching from 85% positive response in 2018 to 90% in 2022
Target 2.4	Improve Staff Opinion Survey (SOS) results in the areas of:

	<ul style="list-style-type: none"> • Trust in Students and Parents from 73% percentage endorsement in in 2018 to 85% in 2022 • Academic Emphasis from 66% percentage endorsement in 2018 to 85% in 2022
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop student skills in monitoring their own learning
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Develop processes for authentic learning partnerships between students, teachers and parents
Key Improvement Strategy 2.c Building practice excellence	Ensure professional learning is focused on developing staff skills in giving and receiving feedback and student voice and agency
Goal 3	To improve student engagement and wellbeing
Target 3.1	<p>Drafting note: may wish to consider alternative (non AToSS) student data, e.g. attendance, wellbeing/behaviour data e.g. SWPBS, or other school level data.</p> <p>Improved Student Attitude to School Survey (SATSS) data in the Social Engagement Domain in the Survey Factor of:</p> <ul style="list-style-type: none"> • Student Connectedness from 64% positive endorsement in 2019 to 80% in 2022
Target 3.2	<p>Improved Student Attitude to School Survey (SATSS) data in the Effective Teaching Practice for Cognitive Engagement Domain in the Survey Factors of:</p> <ul style="list-style-type: none"> • Stimulated Learning from 73% positive endorsement in 2019 to 85% in 2022 – for all students

	<p>And in addition, for the results for boys to be improved as follows</p> <ul style="list-style-type: none"> • Stimulated Learning from 50% positive endorsement in 2019 to 75% in 2022 - for boys
Target 3.3	Improved Parent Opinion Survey (POS) results in the area of General Satisfaction from 83% in 2018 to 88% in 2022
Key Improvement Strategy 3.a Vision, values and culture	Review the school's vision, values and culture to reflect the current parent, student and staff vision
Key Improvement Strategy 3.b Empowering students and building school pride	Implement evidence based processes for student recognition and feedback in relation to student learning, attitude and behaviour
Key Improvement Strategy 3.c Empowering students and building school pride	Build school processes to monitor and minimise the risk of student disengagement and build the capacity of students to self-regulate their attitudes to learning and behaviour