

School Strategic Plan 2023-2027

Porepunkah Primary School (1144)



Submitted for review by Jill Gillies (School Principal) on 19 December, 2023 at 04:21 PM

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School vision	<p>Porepukah Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>Porepukah Primary School's vision is to work together as a school community to empower every learner to reach their potential.</p> <p>Porepukah Primary School's mission is to empower students to learn, achieve and equip them with the knowledge, skills and dispositions for lifelong learning and for shaping the world around them.</p>
School values	<p>Porepukah Primary School's values are Persistence, Kindness and Respect.</p> <p>I am Persistent - This means I am persistent in all that I do, my learning, my play and any challenges that I might face.</p> <p>I am Kind – This means I am kind with my words, my actions and my deeds to those I am with but also myself.</p> <p>I am Respectful – This means I am respectful to myself, others, all built spaces and natural environments around me.</p>
Context challenges	<p>Location and history Porepukah Primary School is located in the Ovens Valley of the Alpine Shire approximately 320 kilometres north east of the Melbourne Central Business District. The school was founded in 1873.</p> <p>School facilities The school grounds include three main buildings housing a combined indoor multi-purpose and library space, six classrooms and an administration area. The grounds include 2 separate adventure playgrounds, one basketball and netball court and vegetable gardens. The school accesses the nearby community oval for student activity at lunchtime and physical education classes.</p> <p>Enrolments Enrolments at the time of the review were approximately 115 students. Over the past 4 years, enrolments increased by 16 students.</p> <p>SFO and SFOE The Student Family Occupation Education (SFOE) index was 0.3 in 2022.</p> <p>Staff profile</p>

The staffing profile of Porepukah Primary School includes a principal, 0.8 full-time equivalent (FTE) learning specialists, 6.6 FTE teachers, 1.5 FTE classroom Education Support (ES) staff and 0.8 FTE office administration.

Curriculum

The school provides an approved curriculum framework based on the Victorian Curriculum differentiated to meet student needs. Inquiry learning is supported in the history, science and technology (HST) program. Italian language is offered from Foundation to Year 6. Specialist programs are also provided for the arts, music and digital technology.

Additional information

Students are transported to an Out of School Hours Care Program (OSHC) in a nearby town. Instrumental music is offered in a user pays program.

From the school's Pre-Review Self Evaluation and School Review, the following is considered the school's key challenges moving into a new Strategic Plan as demonstrated through work towards the school's previous goals:

The panel noted that over the review period the school was required to shift their focus to improving student numeracy outcomes, which was a department wide priority introduced in response to the COVID-19 pandemic. As a result some of the strategies to improve literacy were interrupted and did not have time to be embedded fully in school practice.

During this same time period, the school also shifted their focus towards supporting the wellbeing of students. The panel noted that with this shift in focus, the school was required to reduce their focus on some of the original targets for this goal. While there were not measures selected for targets in the 2019-23 SSP, the school achieved an increase in positive responses for the AtoSS measures resilience, life satisfaction and not experiencing bullying which demonstrated success towards improving student wellbeing outcomes.

Although not measured by SSP targets, parent attitudes to school connectedness improved following the school focus on maintaining connections with parents during and after COVID-19 restrictions. Parents in focus groups were positive regarding the range of supports provided to the community including the provision of breakfasts, soup club, active travel days and open night performances that increased social interaction during a commonly described difficult time for the community as noted in one of the school highlights.

For equity funded students, the panel recommended the school maintain the intervention strategies currently in place for equity funded students including the support with the TLI.

For Aboriginal and Torres Strait Islander students and Marrung Education Plan, the panel recommended the school expand the impact of the First Nations student action team with support from the network Koorie engagement support officer (KESO) and ensure all new staff attend CUST training.

	<p>For Students with disabilities and additional needs, the panel recommended the school ensure the learning goals in student IEPs are reviewed regularly with students to integrate goals into the weekly learning programs.</p>
<p>Intent, rationale and focus</p>	<p>The school review panel recommends the following areas of focus be captured in this School Strategic Plan:</p> <ul style="list-style-type: none"> • student agency in learning • goal setting • differentiation in teaching and learning • student resilience • Professional Learning Communities (PLC) • collaborative planning • documentation of school processes • consistency of implementation practices • literacy and numeracy • parents as partners in learning. <p>Additional opportunities were identified through the following FISO 2.0 core elements:</p> <p>Leadership:</p> <ol style="list-style-type: none"> 1. Establish routines for collaboration in planning curriculum and professional learning including observation and feedback to improve quality teaching practices and the consistency of implementation across the school 2. Establish routines to embed the PLC process with fidelity. <p>Teaching and Learning:</p> <ol style="list-style-type: none"> 1. Embed the school's instructional model consistently and with fidelity across the school 2. Provide professional learning to support improved teaching practice for numeracy 3. Develop and embed a refined process of providing consistent feedback to students 4. Develop improved and consistent processes for the development of IEP for targeted students. <p>Assessment:</p> <ol style="list-style-type: none"> 1. Differentiation of teaching and learning to meet the needs of all students with a focus on higher achieving students 2. Documentation of expected practices and provision of professional learning for staff relating to student assessment and use of data to inform teaching practice 3. Implementation of the PLC process to support consistency in the analysis of student data to inform program planning, teacher instruction and the accurate reporting of student outcomes. <p>Engagement</p>

1. Implement strategies to support improved student social interactions
2. Develop school expected practices for implementing a trauma informed approach to teaching
3. Develop teacher capability to support students to set goals and monitor their own learning progress
4. Build understanding of student agency in learning to develop opportunities that are challenging, engaging and promote curiosity.

Support and Resources:

1. Identify and engage appropriate staffing targeted to support improved student mental health and wellbeing
2. Embed SWPBS and provide teacher professional learning in disability inclusion and mental health and wellbeing to promote consistent positive behaviours across the school
3. Expand engagement with external services to provide responsive support for students. racy and numeracy

The school was classified in the school performance report as transform in reading and numeracy. The panel examined student achievement data and determined that student learning growth had plateaued with a dip in recent years in most areas. Panel observations and discussions with students and teachers indicated there was a lack of consistency in teaching and learning practice. Teachers indicated some inconsistent use of data to inform teaching. Students indicated some lack of challenge in aspects of literacy and numeracy.

The panel determined that a goal to maximise learning growth for all students supported by a whole-school approach to formative and summative assessment and building teacher capability to differentiate learning tasks to meet students at the point of need would support the development of improved student learning outcomes at the school.

The panel noted that the outcomes for the AtoSS factors student voice and agency and self-regulation and goalsetting ranked in the second quartile of percentile ranking for the state.

The school had improvement of student voice and agency as a goal in the previous strategic plan but efforts to improve processes were impacted by the COVID-19 restrictions.

The panel determined that a goal to empower students to be independent, engaged and active learners with the provision of learning opportunities that are challenging, engaging and promote curiosity supported by students setting goals and monitoring their own learning progress would better engage students in their learning and lead to improved student outcomes.

The panel noted low levels of positive response of students in the AtoSS for the factors not experiencing bullying and teacher concern. Although discussions with students indicated they did not appear to have concerns to the same degree as the surveys indicated, parents and school leadership detailed evidence of increased levels of wellbeing issues for students following recent bushfires and COVID-19 lockdowns.

The panel determined that a goal to improve the resilience and social and emotional wellbeing of each student supported by a whole school approach to develop resilience and to strengthen student social skills and build positive relationships would support improved wellbeing for students.

Through the selection of revitalised strategic plan goals the school is confident it can capture the areas of focus as indicated by the School Review report. The following goals and key improvement strategies will be mapped throughout the four year plan and each Annual Implementation Plan.

Goal 1 Increase student learning growth in literacy and numeracy.

1a Build teacher knowledge of, and capability to implement the Victorian Curriculum with fidelity

1b Develop, implement and embed a whole-school approach to formative and summative assessment

1c Build teacher capability to differentiate learning tasks to meet students at the point of need

Goal 2 Empower students to be independent, engaged and active learners.

2a. Build understanding of student agency in learning to develop opportunities that are challenging, engaging and promote curiosity

2b. Develop teacher capability to support students to set goals and monitor own learning progress

2c. Develop student learning opportunities that are challenging, engaging and promote curiosity

2d. Develop and implement strategies that will involve parents and carers as partners in their child's learning.

Goal 3 Improve the resilience and social and emotional wellbeing of each student.

3a. Build a whole-school approach and culture that develops the resilience of students

3b. Implement a whole-school approach to strengthen student social skills and build positive relationships.

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Goal 1	Increase student learning growth in literacy and numeracy.
Target 1.1	<p>By 2027 increase the percentage of students assessed as achieving exceeding proficiency in NAPLAN:</p> <ul style="list-style-type: none">• Year 3 writing from 0% (2023) to 15%• Year 5 writing from 13% (2023) to 20%• Year 3 numeracy from 16% (2023) to 20% <p>(To be confirmed)</p>
Target 1.2	<p>By 2027 increase the percentage of students assessed as achieving above expected growth by teacher judgement against the Victorian Curriculum:</p> <ul style="list-style-type: none">• Year 3<ul style="list-style-type: none">○ Reading from 9% (2022) to 15%○ Writing from 9% (2022) to 15%○ Number and algebra from 0% (2022) to 15%• Year 5<ul style="list-style-type: none">○ Reading from 0% (2022) to 15%○ Writing from 14% (2022) to 20%○ Number and algebra from 14% (2022) to 20%
Target 1.3	By 2027 increase the percentage of positive endorsement in the School Staff Survey for:

	<ul style="list-style-type: none"> • Moderate assessment tasks together from 80% (2023) to 85% • Academic emphasis from 75% (2023) to 85% • Professional learning through peer observation from 60% (2023) to 85% • Knowledge of high impact teaching strategies from 80% (2023) to 85%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher knowledge of, and capability to implement the Victorian Curriculum with fidelity
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	
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	Develop, implement and embed a whole-school approach to formative and summative assessment
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to differentiate learning tasks to meet students at the point of need
Key Improvement Strategy 1.c	

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Goal 2	Empower students to be independent, engaged and active learners.
Target 2.1	By 2027 increase the percentage of positive endorsement in the AtoSS for: <ul style="list-style-type: none"> • Motivation and interest from 70% (2023) to 85% • Self-regulation and goalsetting from 84% (2023) to 90% • Student voice and agency from 63% (2023) to 80% • Differentiated learning challenge from 86% (2023) to 90%
Target 2.2	By 2027 increase the percentage of positive endorsement in the POS for: <ul style="list-style-type: none"> • Student motivation and support from 79% (2023) to 90% • Student agency and voice from 81% (2023) to 90%
Target 2.3	By 2027 maintain positive endorsement in the SSS at 90% for: <ul style="list-style-type: none"> • Promote student ownership of learning (100% in 2023) • Believe student engagement is key to learning (100% in 2023) • Use student feedback to improve practice (100% in 2023)
Key Improvement Strategy 2.a	Build understanding of student agency in learning to develop opportunities that are challenging, engaging and promote curiosity

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop teacher capability to support students to set goals and monitor own learning progress
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity to design and deliver student learning opportunities that are challenging, engaging and promote curiosity
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build and embed structures and roles that support all staff to involve parents and carers as partners in their child's learning
Goal 3	Improve the resilience and social and emotional wellbeing of each student.
Target 3.1	By 2027 increase the percentage of positive endorsement in the AtoSS for: <ul style="list-style-type: none"> • Emotional awareness and regulation from 77% (2023) to 90%

	<ul style="list-style-type: none"> • Help seeking from 64% (2023) to 70% • Sense of connectedness from 67% (2023) to 80% • Teacher concern from 75% (2023) to 78% • Resilience from 74% (2023) to 76%
Target 3.2	<p>By 2027 increase (and maintain) positive endorsement in the SSS at 90% for:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 89% (2023) • Managing bullying from 74% (2023) • Promoting positive behaviour from 89% (2023) • School connectedness from 83% (2023)
Target 3.3	<p>By 2027 increase the percentage of students assessed as achieving above expected growth by teacher judgement against the Victorian Curriculum Personal and Social Capability from 3% (2022) to 15%.</p>
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Build a whole-school approach and culture that develops the resilience of students.</p>
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Implement a whole-school approach to strengthen student social skills and build positive relationships.</p>

