School Strategic Plan for
Pascoe Vale South Primary School
Northern Metropolitan region
2013 - 2016

<table>
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<tr>
<th>Endorsement by School Principal</th>
<th>Susan Spurr</th>
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<tr>
<td>Endorsement by School Council</td>
<td>Brendan Pawsey (School Council President)</td>
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<td>Endorsement by Regional Director or nominee</td>
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<td><strong>Purpose</strong></td>
<td>To develop global citizens who thrive both socially and academically in an engaging learning environment.</td>
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| **Values** | We all work to enhance our school values of:  
Respect – valuing self, others and the environment  
Learning – engaging, exploring, explaining, elaborating, evaluating  
Caring – supporting and enhancing self, others and the environment  
Enjoyment – developing a sense of belonging and achievement |
| **Environmental Context** | Pascoe Vale South PS has extensive grounds (two hectares) with a large playground area. Over the period of the last Strategic Plan we have made improvements to our environment facilities to enable a range of passive and active play spaces for students. Our learning spaces are attractively presented and have been adapted to facilitate flexible teaching and learning approaches.  
In 2012 our enrolments were 327. The school anticipates that enrolments over the next strategic plan period will remain at approximately 330 students.  
The local community reflects cultural and socio economic diversity with a growing number of students from non-English speaking backgrounds.  
Parents have high expectations for their children and are supportive of the school, participating in classroom programs, working parties and school events.  
Currently the VELS curriculum framework supports planning for teaching and learning which is organised to support the differentiated learning needs of the students. Curriculum support programs are provided for all students in the areas of Visual Arts, Italian and Physical Education.  
The school's values of Caring, Learning, Enjoyment and Respect are embedded in the curriculum across the school. This is further reinforced by a consistent whole school approach to student wellbeing including behaviour management.  
Professional learning is supportive of new graduates and ongoing for teaching and Education Support staff. All members of staff are focused on improving learning and social outcomes for all students. Regular cycles of giving and receiving feedback are a valued component of the accredited school Performance and Development culture.  
The school has a clear vision and well-documented processes to assist it meet its goals. High expectations of staff and students are evident and assist in providing impetus to continued improvement. |
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## Key Improvement Strategies
*(KIS across the three student outcomes areas)*

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| **Student Learning**<br>Build the capacity of teachers to implement enquiry focused teaching approaches which enhance student outcomes in Literacy and Numeracy | **Year 1**<br>(2013)  
- Review the organisational structure of the school to facilitate improvement in:  
  - Teacher capabilities through the use of E⁵ and the NMR Curiosity and Powerful Learning documents.  
  - Leadership capacity.  
- Develop teacher understanding of the structure and content of AusVELS.  
- Enhance teacher understanding and use of student data.  
- Introduce and establish protocols and processes for structured feedback related to teaching approaches. |  
- A school based definition of Enquiry based learning will be developed.  
- Staff trialling strategies to support Enquiry based learning, e.g learning intentions.  
- Leadership roles documented within the school organisational structure.  
- Curriculum delivery will reflect new understandings of AusVELS.  
- Moderation of Numeracy and Literacy standards against AusVELS.  
- Data room established and used by PLTs for all meetings.  
- Learning walks introduced and coaching model continued. |
| **Year 2**<br>(2014)  
- Continue to use E⁵ and NMR school improvement strategies (Curiosity and Powerful Learning) to build teacher capabilities.  
- Provide leadership development opportunities.  
- Enhance and further develop use of AusVels (Literacy and Numeracy), including alignment of assessment and reporting to parents.  
- Develop expertise in use of data wall for tracking student progress and team planning.  
- Establish regular learning walks and broaden feedback strategies and establish protocols and processes. |  
- Planning documents and teaching practice reflect increased knowledge, understanding and use of e5 capabilities  
- Continued Professional Learning:  
  - E⁵ and Enquiry approaches to teaching and learning.  
  - AusVELS  
  - Leadership development  
- All teachers use AusVels to inform curriculum delivery, assessment and reporting.  
- All PLT meetings focused on data, held in Data room.  
- All teachers will have participated in Learning Walks and peer observations focused on their teaching practice |
| **Year 3**<br>(2015)  
- Refine understandings and of develop consistent approaches for developing enquiry and Curiosity.  
- Continue to provide development of |  
- School based model of Enquiry Learning embedded in teacher practice and documented in Teaching and Learning Policy.  
- Planning documents reflect use of other domains of AusVELS and students are assessed against AusVELS standards. |
| Year 4 (2016) | • Leadership skills.  
• Develop understanding and use of other domains of AusVELS  
• Establish regular program of Learning Walks, Peer Observation and feedback | • All PLT meetings focus on student performance data and led by team members.  
• Learning walks, peer observation and peer feedback sessions are timetabled throughout the year. Protocols and strategies for learning walks and peer feedback are embedded. |
| --- | --- | --- |
| Student Engagement and Wellbeing *Adopt consistent learning protocols across the school.* | Year 1 (2013) | • Identify key learning skills for all students – work habits and practices.  
• Develop explicit Learning Protocols.  
• Explore approaches for gaining student feedback.  
• Revisit Ramon Lewis strategies for student behaviour development.  
• Review the use of learning spaces. | • Document key work habits and practices at all levels.  
• PL sessions held on E5.  
• Ramon Lewis behaviour management strategies used consistently across the school.  
• Teachers’ use of learning spaces to support teaching approaches. |
| Year 2 (2014) | • Implement approaches for developing student goal setting, feedback and self evaluation.  
• Maintain consistent practices and provide ongoing professional learning related to whole school approach to student behaviour development.  
• Optimize learning spaces to match teaching approaches. | • Students set goals and evaluate own learning based on teacher and peer feedback.  
• Student work practices and habits, and learning protocols displayed and articulated to all students.  
• Learning spaces reflect teaching approaches to support independent learning strategies. |
| Year 3 (2015) | • Document approaches for gaining student feedback.  
• PLTs focus on developing student goal setting and feedback strategies.  
• Develop agreed protocols for the use of flexible, open learning spaces. | • Students use a range of tools and approaches to set personal learning goals and monitor progress.  
• Protocols for use of learning spaces documented. |
| Year 4 (2016) | • Evaluate strategies and approaches for gaining feedback from students. | • Established consistent processes for gathering student feedback. |
### Student Pathways and Transitions

**Strengthen school processes and programs to support transitions for students into, through and out of the school.**

| Year 1 (2013) | • Evaluate approaches to student behaviour development. | • Agreed processes related to student work habits and practices are documented and implemented consistently across the school.  
• Review Student Engagement and Wellbeing Policy and associated student behaviour management protocols. |
| --- | --- | --- |
| | • Review current processes for transitions between K and Prep; Year 6 to Year 7 and for the transition of students and families new to the school.  
• Explore ways of opening up communication and strengthening networks with local kindergartens.  
• Review current practices for the sharing of information and assessment data as students move through the school.  
• Develop opportunities for providing parent education sessions and forums. | • Communication between school and local kindergartens strengthened.  
• Parent education sessions for Literacy and Numeracy established.  
• Data room established to monitor and track student progress. |
| Year 2 (2014) | • Enhance processes for sharing information and assessment data as students transition between year levels and teams and into the school during the year.  
• Continue to build networks and communication between the school and local kindergartens.  
• Refine delivery of parent education programs and forums. | • Data room consistently used to monitor and plan for student progress.  
• The focus of the end of year planning days will be information and data sharing.  
• Processes and protocols documented for transitions into the school during the year. |
| Year 3 (2015) | • Continue to develop effective strategies for sharing student information and assessment data as they move between and within year levels.  
• Review approaches to parent education sessions. | • Strategies, protocols and processes for information are clearly documented and used by teachers to inform groupings.  
• Feedback from parents will be gained and used to inform planning for further education forums. |
| Year 4 (2016) | • Review of current processes related to the transitions into, through and out of the school at all levels. | • Protocols and processes clearly established and documented for transition of students into the school during the school year. |