

School Strategic Plan 2020-2024

Pascoe Vale South Primary School (4704)



PASCOE VALE SOUTH
PRIMARY SCHOOL

Submitted for review by Michelle Tedeschi (School Principal) on 03 November, 2021 at 10:31 AM

Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 03 November, 2021 at 10:35 AM

Endorsed by Daniel Coomber (School Council President) on 16 November, 2021 at 08:08 AM

School Strategic Plan - 2020-2024

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School vision	<p>Pascoe Vale South Primary School's vision is to develop global citizens who belong, learn and thrive. Our objective is to provide an inclusive, caring and rigorous learning environment that engages our students and challenges them to grow academically, socially, emotionally, physically and creatively to their full potential.</p> <p>Many of our students come from families with high educational aspirations. We aim to ensure learning programs are engaging, purposeful and challenging. We are committed to building the core foundations of literacy, numeracy and Inquiry encouraging every child to develop global citizenship.</p> <p>Our vision is to acknowledge that each child possesses unique characteristics and we encourage each one to aspire to excellence by using appropriate stimuli to meet their wide diversity of needs. Students are challenged with explicit teaching to ensure they become confident, independent and self-motivated life-long learners with high self-esteem and resilience.</p> <p>A diverse range of learning and teaching programs support students to develop a range of skills and strategies that enable them to be critical, creative and caring thinkers.</p> <p>Everyone is encouraged to achieve their personal best by putting in effort and commitment to improvement in skills and knowledge. Students are encouraged to feel secure in accepting challenges. Achievement, success and effort in learning are acknowledged and celebrated.</p> <p>Students are encouraged to belong, learn and thrive by working cooperatively and collaboratively with their peers and other members of the school community and to be active and responsible citizens. Each student is supported to behave and make decisions and be active participants in their own learning based upon the school values of Respect, Learning, Caring and Enjoyment which are an integral part of our School Wide Positive Behaviour Framework. All students are helped and supported to maximise their potential.</p> <p>Student, parent and staff relationships are highly valued and encouraged, promoting all to feel engaged and connected as a community of learners - a place to belong, learn and thrive, Students who feel safe, challenged and supported by a positive school environment are able to aspire to be the best they can.</p> <p>Our vision and values are part of our everyday behaviours and attitudes which are 'lived' by all staff, students and families.</p>
School values	<p>At Pascoe Vale South Primary School our core purpose is to develop children to be literate, numerate and curious, and to be part of a vibrant and engaged community of staff, family and friends. Our school values underpin our actions and provide direction in our decision-making.</p> <p>Respect - is valuing ourselves; treating others fairly; appreciating different circumstances and views; considering others, their property and the environment</p>

	<p>Caring - is valuing self, others and the environment; showing empathy, tolerance and understanding; welcoming students, staff, families and friends by promoting a sense of belonging and sharing in our school;</p> <p>Learning - is embracing new ideas and challenges</p> <p>Enjoyment – is the outcome of demonstrating the other three values along with developing a positive attitude and a sense of achievement</p> <p>To realise our purpose, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we put in place strategies to identify these students and provide them with the support they need.</p> <p>We prioritise high expectations and authentic relationships which enable learning curiosity and challenge to flourish, increase our students' confidence and energise their commitment to learning. Our philosophy is underpinned by the belief that all students can learn and that our strategic actions as a school can make a difference. We believe that a strategic focus on our priorities is what makes this difference in achieving positive outcomes for all students</p> <p>The school works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and the school wide positive behaviour framework. There are also intervention strategies in place to address inappropriate behaviours, which can negatively impact on the learning environment for the individual and others.</p> <p>Our positive restorative approach includes:</p> <ul style="list-style-type: none"> • Modelling positive behaviour • Establishing clear understandings of expected behaviours • Reinforcing appropriate behaviours • Reasonable consistent logical consequences and delivering these in a non-punitive way <p>Strategies to promote our values and associated behaviours include:</p> <ul style="list-style-type: none"> • Providing opportunities for students to learn about and demonstrate the values at school, through Social and Emotional learning sessions in curriculum programs and the School Wide Positive Behaviour Framework • Establishing clear understandings of expected behaviours – through setting up for success including classroom agreements, minimising attention for inappropriate behaviours, consistent and logical consequences for inappropriate behaviours, and through acknowledging positive behaviours through positive reinforcement • Clear and consistent approaches and procedures to minimise absenteeism – through regular parent- teacher contact; engaging curriculum programs, continued communication to families • Implementing School Wide Positive Behaviour Expectations Matrix to managing expectations of classroom behaviour and outside behaviour of all students • The introduction of the BYOD initiative involved the whole school community to develop an extended level of how to keep safe online by developing agreements, contracts, guidebooks, expectations through our School Wide Positive Behaviour Support.
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Context challenges	<p>The school's key challenges to enhance the learning growth and outcomes for every student in reading and numeracy encompassed the lack of embedding of consistent practices to meet the learning needs of all students.</p> <ul style="list-style-type: none"> - significant leadership changes impacted on the direction of the school - graduate teachers were beginning to use and implement the Victorian Curriculum to plan and implement sequential learning across the school - high staff turnover impacted on consistency - new initiatives introduced and implemented without sufficient time to embed - an absence of collective responsibility, collective efficacy was evolving - absence of the PLC Inquiry planning process was at beginning stages with teachers operating in isolation - small group, guided and independent practice varied greatly across the school - variation in a consistent application of high-quality practice to maximise the learning outcomes for all students in literacy and numeracy - strategies and initiatives such as the instructional model, assessment schedule and practices were not driving consistent practice throughout the school - goal setting, Learning Intentions (LI) and Success Criteria (SC) were also a challenge as the students were not always clear about the learning purpose - goal setting and the writing of the LI and SC were teacher constructed - students understand the importance or reason for LI and SC, however they do not feel the connection with their learning - feedback, student to teacher, teacher to student, and peer to peer feedback is not evident - challenges within student voice, agency and leadership is in its early stages. Staff understanding of how student voice, agency and leadership, represented different aspects of student empowerment, is not evident - community participation and building partnerships were at the beginning stages to develop strong home and school connections
Intent, rationale and focus	<p>Intent:</p> <p>Pascoe Vale South Primary School's Strategic Plan aims to develop a shared understanding of the school's vision, values and culture. By building the capacity of our School Improvement Team (SIT) to enable a clear consistent and explicit direction linked to the school's SSP and AIP Key Improvement Strategies and Targets as outlined in the school review and report 2017-2020.</p> <p>Rationale:</p> <p>If we develop and strengthen the knowledge and capacity of our middle leaders, then they will be able to drive the continuous improvement cycle of teaching and learning consistently with confidence throughout the school</p> <p>If we establish and embed rigorous curriculum planning and assessment practices using the Victorian Curriculum through our collaborative PLC inquiry approach, then we will achieve high quality teaching and learning throughout the school. This will result in a</p>

	<p>guaranteed and viable curriculum enabling highly engaged students to set learning goals, giving and receiving feedback in order to achieve their full potential</p> <p>If we build teacher capacity through a consistent peer observation and feedback model, then we will have staff who implement high quality practice including the HITS consistently across the school.</p> <p>If we continue to develop our shared understanding and knowledge of the PLC inquiry approach, staff will be able to build their data literacy skills to analyse assessment data, plan and monitor student learning across the school, and result in targeting the individual needs of all students.</p> <p>if we develop a culture of strong community partnerships by connecting home and school learning, then we will be able to support the social, emotional and academic development of all students.</p> <p>If students are able to co-construct Learning Intentions and Success Criteria and set co-constructed learning goals, then we will develop students who are able to self-monitor their progress and provide evidence for achievement</p> <p>Focus:</p> <p>Our priorities will be to build the professional knowledge and capacity of our leaders and staff, and gain a consistent approach throughout the school through:</p> <ul style="list-style-type: none"> - PLC coaches to strengthen our Instructional Leaders and teaching practice within PLCs - using the Victorian Curriculum for planning and assessing student learning and link student voice and agency with setting learning goals - ongoing professional learning on the reading and numeracy instructional model, HITS, Peer Observation and feedback model - creating documentation to support planning and assessment - engagement with teaching partners encompassing teacher practice and data literacies - our SWPBS expectations framework with all stakeholders and community - the implementation of digital technologies to increase student engagement in their learning
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Goal 1	To maximise learning growth and achievement for all students in literacy and numeracy.
Target 1.1	<p>NAPLAN Top 2 Bands (target baseline is a three-year average 2017-2019). By 2024 increase the percentage of:</p> <ul style="list-style-type: none"> • Year 3 students in numeracy from 42% to 54% • Year 5 students in numeracy from 37% to 50% • Year 3 students in reading from 56% to 70% • Year 5 students in reading from 42% to 50% • Year 3 students in writing from 55% to 70% • Year 5 students in writing from 13% to 30%.
Target 1.2	<p>Annual NAPLAN Above Benchmark Growth (target baseline is a three-year average 2017-2019). By 2024 increase the percentage of</p> <ul style="list-style-type: none"> • students with high benchmark growth from 14% to 30% in numeracy • students with high benchmark growth from 19% to 30% in reading • students with high benchmark growth from 13% to 28% in writing.
Target 1.3	

	<p>By 2024, the correlation between the teacher judgements above expected level and NAPLAN top 2 bands in the NAPLAN comparison to teacher judgement report for semester two be within a range of:</p> <ul style="list-style-type: none"> • 10% in reading for Year 3 and 5 • 10% in writing for Year 3 and 5 • 10% in number for Year 3 and 5.
Target 1.4	<p>Improve the following factors on the School Staff Survey based on the percentage of positive endorsement (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for:</p> <p>Module: School Climate</p> <ul style="list-style-type: none"> • Academic emphasis from 57% (2019) to 80% • Collective efficacy from 71% (2019) to 95% • Collective focus on student learning from 77% (2019) to 90% • Guaranteed and viable curriculum from 58% (2019) to 80%.
Key Improvement Strategy 1.a Evaluating impact on learning	Build teacher capability in data literacy using formative and summative assessment so there is learning challenge for every student from their point of need
Key Improvement Strategy 1.b Instructional and shared leadership	Create a culture of high performing PLCs that share collective accountability for student learning growth and achievement
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop a guaranteed and viable curriculum

Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	Build staff capability to embed an agreed instructional model that utilises high impact teaching strategies, with a focus on differentiation in learning for all students.
Goal 2	Empower students to be resilient, engaged, independent and self-regulating learners.
Target 2.1	<p>Improve the percentage of positive endorsements on the Attitudes to School Survey for the following factors (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for:</p> <p>Domain: Social Engagement</p> <ul style="list-style-type: none"> • Student voice and agency from 65% (2019) to 80% <p>Domain: Effective teaching for cognitive engagement</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 83% (2019) to 92% • Stimulating learning from 80% (2019) to 90%. <p>Domain: Learner characteristics and dispositions</p> <ul style="list-style-type: none"> • Motivation and interest from 79% (2019) to 90%. • Self-regulation and goal setting from 85% (2019) to 90%. • Resilience from 79% (2019) to 85%. <p>Domain: Teacher-student relations</p> <ul style="list-style-type: none"> • Teacher concern from 70% (2019) to 85%.
Target 2.2	Improve the percentage of positive endorsements on the School Staff Survey for the following factors (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for

	<p>Module: Teaching and Learning Evaluation</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 47% (2019) to 72%. <p>Module: Teaching and Learning Implementation</p> <ul style="list-style-type: none"> • Believe student engagement is key to learning from 82% (2019) to 95% • Promote student ownership of learning from 74% (2019) to 90%.
Target 2.3	<p>Improve the percentage of positive endorsements on the Parent Opinion Survey for the following factor (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for</p> <p>Module-Student development</p> <ul style="list-style-type: none"> • Student voice and agency from 69% (2019) to 80%.
Key Improvement Strategy 2.a Empowering students and building school pride	Build a shared understanding of how to activate student voice, agency and leadership throughout learning
Key Improvement Strategy 2.b Evaluating impact on learning	Building a culture of feedback and reflection to enable teachers to measure the impact of teaching to ensure continual improvement for all
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Implement agreed evidence-based teaching practice and positive classroom routines to strengthen students' engagement, effort and belief in their capacity to succeed.
Goal 3	To build community engagement in learning through strengthening relationships and enhancing connectedness

Target 3.1	<p>Improve the percentage of positive endorsements on the Parent Opinion Survey for the following factors (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for:</p> <p>Module -Parent community engagement</p> <ul style="list-style-type: none"> • Parent participation and involvement from 66% (2019) to 80% • Teacher communication from 58% (2019) to 75%. <p>Module- Student cognitive engagement</p> <ul style="list-style-type: none"> • Effective teaching from 73% (2019) to 85% • Stimulating learning environment from 71% (2019) to 80% • Student motivation and support from 70% (2019) to 80%. <p>Module-Student development</p> <ul style="list-style-type: none"> • Student voice and agency from 69% (2019) to 80%.
Target 3.2	<p>Improve the percentage of positive endorsements on the Attitudes to School Survey for the following factors (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for:</p> <p>Domain- School Safety</p> <ul style="list-style-type: none"> • By 2024 increase the percentage for Advocate at school from 83% (2019) to 88%.
Target 3.3	<p>Improve the percentage of positive endorsements on the Staff Opinion Survey for the following factor (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for:</p>

	<p>Module -School Climate</p> <ul style="list-style-type: none"> • Parent and community involvement from 66% (2019) to 80%.
Key Improvement Strategy 3.a Parents and carers as partners	Foster collaborative relationships with families regarding their understanding of their children's learning needs, development and achievement
Key Improvement Strategy 3.b Building communities	Build a culture of strong community partnerships.