






Pascoe Vale South PS Strategic Plan 2017-2020

Endorsement	Re-Endorsement	Re-endorsement (if a Goal, KIS or Target is changed)
Principal:Sue Spurr 19.06.17	Principal: Sue Spurr 20.11.17[name].....[date]
School council president.....Michael Grant 19.06.17	School council president.....Michael Grant 20.11.17[name].....[date]
Delegate of the Secretary: Jason Conningsby 19.06.17	Delegate of the Secretary:Tony Privitelli 20.11.17[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Pascoe Vale South Primary School's vision is to develop global citizens who belong, learn and thrive.</p>	<p>The school values of <i>Caring, Learning, Enjoyment</i> and <i>Respect</i> underpin the school culture.</p> <p>Pascoe Vale South Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing.</p> <p>We share a commitment to, and a responsibility for, ensuring an inclusive, safe and orderly learning environment for children and young people.</p> <p>We acknowledge that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views, and to raise concerns, doing this respectfully, as a community working together.</p> <p>The 'PVSPS: Our Learning Community - Statement of Values' respects the diversity of individuals and sets out clear expectations and responsibilities of all members in building a safe and respectful learning community.</p>	<p>Pascoe Vale South Primary School is in the City of Moreland, bounded by major roads including Pascoe Vale Road and Citylink to the west, Bell Street to the north, and Moreland Road to the south. The school is part of the Moreland Network of schools in the North Western Victoria Region.</p> <p>PVSPS has extensive grounds (2 hectares) with a large playground area and spaces for active and passive play. The school received funding for a capital works project in 2016. A new teaching and learning building to be constructed late 2017 and during 2018. This building will complement the flexible teaching and learning space, built in 2010. One and a half of the two 1950s, buildings, currently used for teaching and learning, will be demolished as part of this project.</p> <p>The school community reflects cultural and socio economic diversity with a relatively steady Student Family Occupation (SFO) density - .3869 in 2017, indicating that the socio-economic status of families is in the mid-range. School enrolment declined from 324 in 2016 to 288 in 2017.</p> <p>All staff work collaboratively to deliver a sequential and inclusive curriculum, based on the Victorian Curriculum framework. This includes English, Mathematics, the Humanities, Science, Visual Arts, Health and Physical Education, Languages (Italian), and Personal and Social capabilities. Our core focus is on the teaching of English and Mathematics.</p> <p>Extra-curricular programs including camp, interschool sport, sports clinics, swimming, gymnastics, dance, excursions and incursions complement the core curriculum.</p> <p>Parents have high expectations for their children and are supportive of the school. This is reflected in the active School Council and sub committees, participation in classroom programs and engagement with school events.</p>	<p>Intent: Consistent with the outcomes of the school Self Evaluation and School Review Report (2016/2017), the Pascoe Vale South PS Strategic Plan (SSP) aims to:</p> <ul style="list-style-type: none"> • build understanding of the school's curriculum, instructional practice and approach to student wellbeing • implement the school's curriculum, instructional model and approach to student wellbeing consistently <p>Rationale: If we embed students' individual and collective wellbeing in curriculum design and in the daily activities and experiences, then we will create a positive and inclusive learning environment that enables a stronger focus on learning so that all students are supported to reach their full potential regardless of background or individual need.</p> <p>If we establish and embed continuous curriculum and assessment planning, research and documentation, then we will ensure that what students learn is relevant, contemporary and targeted to their needs, so that we maximise student engagement and help students to evaluate, understand and take increasing responsibility for their progress.</p> <p>If we strengthen a positive and collaborative climate for learning, that includes all students, staff, families and the broader community, we create a network so that we harness support for student learning, engagement and wellbeing outcomes.</p> <p>Foci:</p> <ul style="list-style-type: none"> • Build a Professional Learning Community (PLC) with a sustainable distributed leadership structure to ensure whole school improvement. • Build teacher capacity and practice to implement the school's curriculum, instructional model and approach to student wellbeing through targeted professional learning, coaching and feedback. • Ensure all interactions and practices across the school align with the school's vision and values. • Build parent/carer, family and community participation and contribution to school activities.

	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To enhance the learning growth and outcomes for every student in Reading and Numeracy</p>	<p>Excellence in teaching and learning: <i>Curriculum planning and assessment</i></p>  <p>Professional leadership: <i>Building leadership teams</i></p> 	<p>Embed Professional Learning Communities utilising evidence based practice and feedback for whole school improvement</p> <p>Actions</p> <ol style="list-style-type: none"> 1. Align the school curriculum to the Victorian Curriculum 2. Strengthen the capacity of teachers to use data to implement precise targeted teaching 3. Implement a school instructional model in English and Mathematics that is evidence based 4. Build leadership capacity of staff as leaders of instruction 	<p>FOUNDATION TO YEAR 6 ACHIEVEMENT DATA: Students make at least one year's progress each year in reading and Numeracy Benchmark: 2016 teacher judgements for reading – on average, 90% of all students are at or above the expected level; 2016 teacher judgements for number – on average 81% of all students are at or above the expected level.</p> <p>GROWTH TARGETS: NAPLAN At least 40% of Year 5 students (matched cohort) achieving at NAPLAN bands 7 and 8 for reading, and numeracy NAPLAN Year 3 to 5 relative gain measures in reading and Numeracy to show: Less than 25% of students making low relative gain More than 25% of students making high relative gain</p> <p>SCHOOL STAFF SURVEY – SCHOOL CLIMATE MODULE Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Academic Emphasis (Benchmark 2017: 69.84%) • Collective efficacy (Benchmark 2017: 79.25%)

			<p>SCHOOL STAFF SURVEY – SCHOOL LEADERSHIP MODULE Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Instructional Leadership (Benchmark 2016: 60.6%) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> • Curriculum planning and assessment Benchmark 2016 Evolving to 2020 Embedding • Building leadership teams Benchmark 2016 Evolving to 2020 Embedding
<p>To enhance student engagement in their learning</p>	<p>Positive climate for learning: <i>Setting expectations and promoting inclusion</i></p>  <p>Professional leadership: <i>Building leadership teams</i></p> 	<p>Develop practices that engage all students in their learning</p> <p>Actions</p> <ol style="list-style-type: none"> 1. Strengthen staff capacity to engage with students in setting and monitoring learning goals 2. Increase student voice and agency for learning through feedback and reflection processes for students 3. Strengthen the whole school approach to student engagement and wellbeing 	<p>STUDENT ATTITUDE TO SCHOOL SURVEY Increase the positive response percentage 2017 – 2020 for:</p> <ul style="list-style-type: none"> • Student voice and agency (Benchmark 2017 – All students: 24.1%) <p>SCHOOL STAFF SURVEY – TEACHING AND LEARNING MODULE Increase the positive response percentage 2017 – 2020 for:</p> <ul style="list-style-type: none"> • The school regularly engages in professional learning through peer observation (Benchmark 2017: 15.4%) <p>PARENT OPINION SURVEY</p> <ul style="list-style-type: none"> • Increase the positive response percentage 2017 – 2020 for General Satisfaction (Benchmark 2017: 70%) • Increase the response rate to the Parent Opinion Survey (Benchmark 2017: 30% of 90 surveys returned) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> • Setting expectations and promoting inclusion - 2016 Evolving to 2020 Embedding • Building leadership teams - 2016 Evolving to 2020 Embedding
<p>To enhance a positive learning culture for students, staff, parents, carers and community</p>	<p>Community Engagement in Learning: <i>Building communities – the school develops parent, carer and family engagement.</i></p> 	<p>Deepen connections between the school and the community that promotes a culture of inclusion.</p> <p>Actions</p> <ol style="list-style-type: none"> 1. Build understanding of the school's values; expectations of learning and behaviour and the approach to teaching and learning through opportunities for parent/carers participation, engagement and contribution to the learning community 2. Build understanding and establish collective responsibility for the implementation and embedding of the schools values across the community including a focus on expectations of learning and behaviour. 3. Develop appropriate strategies and protocols to ensure parents feel connected to the school through a range of opportunities for participation and input. 4. Provide regular opportunities for parents to learn about the programs of the school and develop their own understandings of current teaching and learning programs. 	<p>SCHOOL STAFF SURVEY – SCHOOL CLIMATE MODULE Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Staff trust the students and parents of the school community (Benchmark 2017: 71.96%) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> • Building Communities - 2016 Evolving to 2020 Embedding • Parents and carers as partners - 2016 Evolving to 2020 Embedding