

School Strategic Plan for
PARKWOOD GREEN PRIMARY SCHOOL
School No: 5480
Strategic Plan for 2016-2019

PARKWOOD GREEN
PRIMARY SCHOOL



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose

Parkwood Green Primary School (PGPS) is situated in the suburb of Hillside in one of the growth corridors in Australia, west of Melbourne. The school caters for students from Foundation (prep) to year 6 and opened in 2004 with 130 students and has since grown to an enrolment of 1253, and one of the largest primary schools in the state. The overall socio-economic profile of the school is mid and the proportion of students with English as an additional language is mid-high. The Student Family Occupation (SFO) is 0.48 which reflects a community with a slightly higher socio-economic index than the state. An enrolment policy was implemented in 2014 to stabilise the numbers as the school was continuing to grow from enrolments from outside the school catchment area. In 2015 the enrolment policy and process was extended to stabilise numbers at each year level, taking into account class sizes and physical spaces and structures. The school numbers are expected to stabilise or even decline slightly over the next period of review.

The school facilities are impressive and comprise sixteen air-conditioned classrooms, an open learning Building the Education Revolution (BER) building including a library, a purpose-built music room, two visual arts areas, a flexible open learning centre, gymnasium and a heated swimming pool (partnership program). In addition there are relocatable classrooms. There are spacious outdoor areas with a synthetic football oval, soccer field and running track, synthetic cricket pitches and access to tennis courts. There is a learning garden that now includes the Stephanie Alexander Kitchen Garden program in 2015 for year 4 students. There are active and passive areas for children to play and an established orchard, created by the community.

Parents are an integral part of the life of the school and have been warmly welcomed and encouraged into the school over the period of review. The parents on the review panel reported that the new school leadership and structure has actively supported the building of positive parent-school partnerships, and feedback and communication have been the keys to building strong and productive relationships.

Regulatory context

In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.

Purpose

There is a very clear shared purpose *of providing a dynamic and innovative learning environment that engages and challenges every child through targeted individualised learning opportunities and partnerships*. The vision of every young person to be literate, numerate and have curiosity for their learning drives school improvement across the school. In order to achieve the stated purpose and vision, the school introduced a sub-school structure in 2013 to *develop and support a small school feel within a large school structure*. The school was restructured into junior, middle, and senior Sub-School led by a prominent sub-school principal.

<p>Values</p>	 <p>The graphic features the text 'PARKWOOD GREEN SCHOOL VALUES' at the top. Below it are five overlapping circles, each containing a value: a red circle for 'HONESTY', a green circle for 'LEARNING', a purple circle for 'RESPECT', a yellow circle for 'CARING', and an orange circle for 'RESPONSIBILITY'.</p>	<p>Parkwood Green has a strong focus on the Values of <i>Honest, Learning, Respect, Caring and Responsibility</i>. The Values have been developed and embedded within the school community. Supporting the Values are the Mantras of Excellence and Opportunity for every students within the community.</p> <p>The school values are part of the School’s Beginning School Program at the commencement of a year and are continually being reviewed and supported by the Emotional Intelligence curriculum as stipulated within the You Can Do It Program.</p> <p>Support the implementation the strategy of Circle Time gives the teachers and the students a purposeful opportunity to teach the values and display the appropriate behaviours.</p> <p>The strategy of Three Step Telling enables the students to be part of a proactive and positive practice that enables and connects to the Value Caring.</p> <p>The whole school Behaviour Management processes of Personal and Communal Responsibility provide the students with a framework for demonstrating the Value of responsibility and Respect.</p>
<p>Environmental Context</p>	<p>Parkwood Green Primary School is in a ‘growth Corridor of the Western Suburbs. Substantial Growth of housing and young families to this area has constituted the development of this large primary school. In 2013 the school had growth to 1297 primary school students on one site. In 2014 an enrolment policy was implemented which has seen drawing of students from the local ‘neighborhood’ as a common enrolment criterion.</p> <p>The school has an SFO of 0.47 which equates to a certain level of affluence within the community. Many of our children come from a variety of Language Backgrounds Other and English, with English as their second language. As we know, second language learning have the advantage of application to their learning and this is particularly evident with the students at Parkwood Green PS.</p>	
<p>Service Standards (optional)</p>	<p><i>Parkwood Green PS has a strong and unified commitment to a service delivery model that has the best interest of students and families at the centre.</i></p> <p><i>General</i></p> <ul style="list-style-type: none"> <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications. This is evidenced by the use of the online Student and parent portal known as COMPASS, the scheduling of a Parent Open line on a weekly basis and the opportunity for Parents to learn about the educational processes and workings of the school that the children are involved in. The</i> 	

	<p><i>Parent Forums twice a Term provide this forum for parents and interested community members.</i></p> <ul style="list-style-type: none"> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan. This has been collaborated through the School Council and the Education Sub-Committee of School Council.</i> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. The learning is implemented and monitored by a system of Professional Learning Teams at the specific year level. PLT leaders are given time to work with teams of teachers to build their capacity to enhance the learning of the students in a cohort, class and entire year level.</i> • <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. The school’s Wellbeing Team lead by the Wellbeing Officer and supported by the school employed Educational Psychologist and Student Manager ensures that all agreed processes are being implemented for consistency.</i> • <i>All students will receive instruction that is adapted to their individual needs. Our documented and viable curriculum ensures that all students have access to a curriculum focused on their Zone of Proximal Development.</i> <p><i>Specific</i></p> <ul style="list-style-type: none"> • <i>The school will respond to all communication by parents and caregivers within 2 working days. Being attentive to parent concerns enables the school to see this as an opportunity to improve processes and procedures across and within the school.</i> • <i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner. The online environment of COMPASS enables Parents to monitor the students learning and their behavior within the school. The school has implemented Progress Reports in Week 5 and 10 of every term. The progress report provides a numerical assessment against a rubric for improvement in EFFORT, BEHAVIOUR and HOMEWORK. The Progressive report acknowledges that effort to learning is an important and essential ingredient for success.</i> • <i>Students will play an active part in the development and review of the school’s behaviour policies. The school’s JSC and Student Voice groups provide feedback on the policies and practices of the school. Teachers are regularly seeking feedback on their teaching efficiency through a wide range of tools.</i> • <i>All teachers will provide timely and targeted feedback to students on their work. The school is developing a pedagogical model that incorporates the 9 effective strategies that work from McRel. The use of feedback is a strategy essential to creating a Positive Learning Environment. All teachers are providing feedback to students through the setting of Individual Learning Goals published on COMPASS, and the publishing of samples of learning on the Learning Task section of the COMPASS learning platform.</i>

Strategic Direction

Purpose: The Goals and targets and outlined in the Strategic Plan have come from a comprehensive set of learning data presented by the Professional Learning Team Leaders on the Review Day. The goals and targets are supportive of the schools Teaching and Learning Narrative, and the school LOTUS summary which depicts the internal workings and beliefs of the school.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students’ success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students’ co-curricular achievements.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.

1. Build the capacity of every teacher and staff member.
2. Ensure a challenging and engaging curriculum.
3. Build collaborative teams (PLT’s).

Instructional model

- Develop, document and implement the agreed instructional model for learning and research-based instructional practices.

Staff professional growth

- Whole school professional learning to build content knowledge and practice
- Build team-teaching
- Induction of new staff

Curriculum

- Document a F-8 curriculum for PGPS and build

Goals

1.

Goal:

To improve student learning growth in literacy and numeracy annually for every student.

1. .

Targets

- Increasing by 20 percentage the number of students achieving above the expected level in all assessments.
- Increasing by 20 percentage achieving high growth and decreasing percentage achieving low growth on NAPLAN relative growth assessments.
- Improvement in student learning and growth as measured by teacher judgments.
- School staff survey (school climate) improvement in teacher collaboration, trust in students and

	<p>parents, and collective efficacy factors, by 20%</p> <ul style="list-style-type: none"> ➤ School staff survey (professional learning) improvement in applicability of PL and renewal of knowledge and skills factors. ➤ School staff survey (teaching and learning). 	<p>alignment across literacy, numeracy and the Inquiry curriculum.</p> <ul style="list-style-type: none"> ➤ Include science and deeper pedagogies, problem solving. ➤ Include ICT across the curriculum. ➤ Identification of vocabulary/academic vocabulary. ➤ Consider LOTE
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>If the school builds the content knowledge and instructional practice of every teacher and staff member through collaboration and the building of research-based professional learning teams, then student learning and growth will improve across the school.</p>	<p><u>Collaborative teams</u></p> <ul style="list-style-type: none"> ➤ Include the building of PLT's, curriculum action teams, school improvement team, teaching teams. ➤ Build a whole school approach to communication across and within teams/ groups. <p>Build in a whole school approach to the use of evidence and data to inform practice and drive school improvement.</p>
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Professional Learning for PLT leaders and then whole staff on the Pedagogical Model for Instruction • Teachers to acknowledge and monitor for at least 1.25 learning growth every year for every child • Continue to develop and strengthen the PLT structure across the school • Develop the staff understanding of data literacy through additional Professional Learning • Science will be offered across the school with the implementation of a Science specific learning opportunity. • Curriculum Action teams will monitor the implementation of the viable curriculum in Literacy, Numeracy and Inquiry P-6. 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Students in the 'at and above the level' assessments are making the 1.25 or more growth every year. • The Teacher Projects (Action research as part of PDP process) reflect a deeper understanding of the three elements of the Creating a Positive Learning Environment and will be the visible frame for any lesson in any class. • A team of staff will complete the Data-Wise Online professional Learning opportunity to build the Data Literacy of teachers across the school. • Consistent curriculum attainable by all students.

<p>Year 2</p>	<ul style="list-style-type: none"> • Continue to develop the Pedagogical knowledge of the teachers across the nine(9) strategies that work. • Continue to monitor and expect that all students make the 1.25 years growth every year. (5 months growth in 4) • Continue to build and strengthen the Data Literacy of all teachers • Continue to offer Science as a subject of Inquiry for all students through a structured Science curriculum and dedicated room. • Continue to monitor the access to a viable and documented curriculum through the work of the Curriculum Action teams. 	<ul style="list-style-type: none"> • % of students at and Above the level has improved by 20% • Teachers have at least one strategy form the areas of <i>Developing Understanding</i> and <i>Extending and Applying Knowledge</i> as part of the PDP Teacher Project (Action research as part of PDP process) • Continue to offer the Data-Wise Professional Learning from Harvard for teachers across the school so that common data understanding and literacy is developed. • Continue to monitor the consistence of lesson and curriculum deliver across the school through the PLT, Curriculum Action Teams and Sub-School structure of the school.
<p>Year 3</p>	<ul style="list-style-type: none"> • Evaluate and adjust the learning to ensure that the Pedagogical knowledge of the teachers across the nine(9) strategies are becoming embedded in the lesson and curriculum delivery • Evaluate and report on the expectation that all students make at least 1.25 years growth every year. (5 months growth in 4) • Evaluate the PL that has been offered (Data-Wise) to build and strengthen the Data Literacy of all teachers • Evaluate the offering of Science as a subject of Inquiry for all students through a structured Science curriculum and dedicated room. • Evaluate the delivery of access to a viable and documented curriculum through the work of the Curriculum Action teams. 	<ul style="list-style-type: none"> • % of students at and Above the level has continued to improved by 20% • Teachers are implementing the 9 strategies in their lessons. The key pedagogical areas are: <i>Creating the Environment for Learning, Developing Understanding</i> and <i>Extending and Applying Knowledge</i>. Action research continues as part of the PDP Teacher Project (as part of PDP process) • Data-Wise Professional Learning is beginning to become embedded as understanding deepens. The understanding will enable the tracking of the ZPD more closely and with diligence. • Use of the pedagogical model for the consistency of lesson and curriculum deliver across the school through the PLT, Curriculum Action Teams and Sub-School structure of the school.

<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students’ motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<p>Key improvement strategies</p> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.</p>
<p>Goals</p> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>		
<p>Targets</p> <p>Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>		
<p>Theory of action (optional)</p> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>		
	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in</p>

	year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
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Year 3	<ul style="list-style-type: none"> • • • 	
Year 4	<ul style="list-style-type: none"> • • • 	

<h2>Wellbeing</h2> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
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<p>Year 4</p>	<ul style="list-style-type: none"> • • • 	

<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<p>Key improvement strategies</p> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.</p>
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