

# School Strategic Plan for Parkwood Green Primary School Western Metropolitan region 2012-2015



<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Kerri Simpson</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Fiona Hyett</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name: Jeff Cooper</p> <p>Date.....</p>



## School Profile

<b>Purpose</b>	To provide a dynamic and innovative learning environment that engages and challenges each and every child through targeted, individualized, child-centered learning activities and partnerships.
<b>Values</b>	The following values are central to our school's beliefs and actions:- <ul style="list-style-type: none"><li>• Respect &amp; Understanding</li><li>• Excellence and Opportunity</li><li>• Individuality</li><li>• Honesty and Integrity</li><li>• Pride and Achievement</li><li>• Innovation and Continuous Improvement</li></ul>
<b>Environmental Context</b>	Parkwood Green Primary School is a large P-6 school located in the Western Metropolitan Region outer suburbs. Parent opinion of the school is particularly strong and the school attracts large numbers of students from beyond its local area. In recent years the school has been characterised by rapid enrolments, which will now plateau at approximately 1200 students for the next few years. The school comprises a comparatively young and inexperienced staff and developing leadership teams. The school curriculum is being developed with a strong bias toward individualised teaching and learning, and the integration of learning technologies. The school has made excellent strategic progress in this area, but there is still much to do. The school has high expectations regarding both effort and achievement. The academic progress of all students is recorded to focus future learning, and each child has a multi-media digital portfolio. The school's grounds are a work in progress, but the development of a recent synthetic sports field and cricket pitches, plus the commencement of an indoor heated swimming pool are significant improvements. The school looks to the future with enthusiasm and confidence, and expects student academic achievement to flourish in future years.

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	To achieve high quality educational outcomes for all students across all areas of the curriculum with a particular focus on English and mathematics.	<p>By 2015, the school's mean scores for all areas of NAPLAN to be above the mean scores of 'Similar' Victorian schools.</p> <p>By 2015, teacher assessment against VELS will indicate that our school performs above the average of 'Similar' Victorian schools in all areas.</p>	<p><b>Learning &amp; Teaching</b> Enhance the learning and teaching practices in classrooms to achieve high level student learning outcomes.</p> <p><b>Building Capacity</b> Continue to build the capacity of all staff to lead and implement purposeful teaching and to develop an effective learning community.</p> <p><b>Assessment &amp; Accountability Data</b> Embed a rigorous system of accountability and data analysis by which the school and student performance can be tracked and evaluated.</p>
<b>Student Engagement and Wellbeing</b>	To implement a 21st century learning environment with high levels of student engagement in learning and feelings of wellbeing as reflected in the students' attitudes to learning, their positive behaviours and increased attendance levels.	<p>By 2015, Student Opinion survey results will show improvement in mean scores in student motivation, learning confidence to consistently being 4.6 or above.</p> <p>By 2015, Staff Opinion survey results will show improvement in mean scores in student engagement, student motivation, and student behaviour to consistently being 4.9 or above.</p> <p>By 2015, Parent Opinion survey results will show improvement in mean scores in stimulating learning, learning focus and student safety to consistently being 6.3 or above.</p>	<p><b>Student Engagement</b> Review the effectiveness of the current range of programs and strategies designed to achieve a 21<sup>st</sup> century learning environment with high levels of student engagement and connectedness.</p> <p><b>Parent Partnership</b> Build the partnership with parents to provide increased participation in school activities and in supporting student learning outcomes.</p> <p><b>Student Leadership</b> Promote opportunities to develop leadership skills and implement programs designed to strengthen the student voice throughout the school.</p>

<b>Student Pathways and Transitions</b>	To provide effective school transition processes for all students at key points in their schooling.	By 2015, Parent Opinion survey results will show improvement in mean scores in Transitions to consistently being 6.4 or above.	<p><b>Strengthening Relationships</b> Enhance levels of involvement with the local preschools and strengthen the relationships and working links with nearby secondary school providers</p> <p><b>In-School Transition</b> Strengthen the in-school transition processes to track students' progress and to identify the particular learning needs of students.</p>

## School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><b>Learning &amp; Teaching</b> Enhance the learning and teaching practices in classrooms to achieve high level student learning outcomes.</p> <p><b>Building Capacity</b> Continue to build the capacity of all staff to lead and implement purposeful teaching and to develop an effective learning community.</p> <p><b>Assessment &amp; Accountability Data</b> Embed a rigorous system of accountability and data analysis by which the school and student performance can be tracked and evaluated.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Maintain commitment to WMR Literacy and Numeracy improvement strategy</li> <li>▪ Double literacy and numeracy coaches to two of each, and provide funds for lit/num consultants</li> <li>▪ Audit existing assessment and monitoring and identify areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance by all staff at WMR literacy and numeracy PD and implementation of initiatives as appropriate</li> <li>▪ 2 literacy and 2 numeracy coaches in place plus part time lit/num consultants.</li> <li>▪ Assessment &amp; monitoring audit, plus recommendations for improvement in place.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Maintain commitment to WMR Literacy and Numeracy improvement strategy</li> <li>▪ Coaches and consultants embedded in classrooms</li> <li>▪ Develop draft P-6 assessment and monitoring program for trial supported by data analysis workshops.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance by all staff at WMR literacy and numeracy PD and implementation of initiatives as appropriate</li> <li>▪ Literacy and numeracy coaches plus part time lit/num consultants embedded in classes according to identified needs and visitation schedules.</li> <li>▪ Draft P-6 assessment and monitoring scheduled trialled by all staff, and all staff attending data analysis workshops to drive teaching.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Maintain commitment to WMR Literacy and Numeracy improvement strategy</li> <li>▪ Coaches and consultants embedded in classrooms</li> <li>▪ Modify new assessment and monitoring program according to trial results.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance by all staff at WMR literacy and numeracy PD and implementation of initiatives as appropriate</li> <li>▪ Literacy and numeracy coaches plus part time lit/num consultants embedded in classes according to identified needs and visitation schedules.</li> <li>▪ Modified assessment and monitoring scheduled implemented by all staff, and all staff attending data analysis workshops to drive teaching.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Maintain commitment to WMR Literacy and Numeracy improvement strategy</li> <li>▪ Review effectiveness of coaches and consultants work throughout the school.</li> <li>▪ Implement modified student assessment and monitoring program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance by all staff at WMR literacy and numeracy PD and implementation of initiatives as appropriate</li> <li>▪ Literacy and numeracy coaches plus part time lit/num consultants program reviewed for effectiveness.</li> <li>▪ Modified assessment and monitoring scheduled implemented by all staff, and all staff attending data analysis workshops to drive teaching.</li> </ul>

<p><b>Student Engagement</b> Review the effectiveness of the current range of programs and strategies designed to achieve a 21<sup>st</sup> century learning environment with high levels of student engagement and connectedness.</p> <p><b>Parent Partnership</b> Build the partnership with parents to provide increased participation in school activities and in supporting student learning outcomes.</p> <p><b>Student Leadership</b> Promote opportunities to develop leadership skills and implement programs designed to strengthen the student voice throughout the school.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Investigate and define 21<sup>st</sup> Century learning environments and practices</li> <li>▪ Establish a Community Links team to survey parents regarding potential school participation</li> <li>▪ Review current practices including role of SRC, and identify leadership opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigation and clear definition of 21<sup>st</sup> Century learning environments and practices documented.</li> <li>▪ Community Links team established and survey for increased parent participation completed.</li> <li>▪ Current SRC practices reviewed and leadership opportunities identified.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Establish 21<sup>st</sup> Century learning environments and practices on select areas of the school</li> <li>▪ Community Links Team to draft and implement a plan based on parent input regarding increased participation.</li> <li>▪ Following student input, establish a new leadership development and student voice program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 21<sup>st</sup> Century learning environments and practices established in select areas of the school.</li> <li>▪ Draft Community Links team and implementation plan in place and active.</li> <li>▪ Newly formed SRC and student leadership development program in place.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Consolidate and expand 21<sup>st</sup> Century learning environments and practices to other areas of the school</li> <li>▪ Continued implementation of parent participation plan.</li> <li>▪ Embed new leadership development and student voice program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 21<sup>st</sup> Century learning environments and practices expanded to include other sections of the school as appropriate.</li> <li>▪ Community Links team and implementation plan enters second year of operation.</li> <li>▪ New SRC and student leadership development program continues into second year.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review 21<sup>st</sup> Century learning environments and practices throughout the school</li> <li>▪ Review parent opinion regarding participation plan.</li> <li>▪ Review new leadership development and student voice program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review established 21<sup>st</sup> Century learning environments and practices with the view to making improvements.</li> <li>▪ Review Community Links team and implementation plan with the view to making improvements.</li> <li>▪ Review new SRC and leadership development program with the view to making improvements.</li> </ul>
<p><b>Strengthening Relationships</b> Enhance levels of involvement with the local preschools and strengthen the relationships and working links with nearby secondary school providers</p> <p><b>In-School Transition</b> Strengthen the in-school transition processes to track students' progress and to identify the particular learning needs of students.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Audit pre-school and secondary school contacts, detail current relationships and meet with each to discuss potential relationships.</li> <li>▪ Audit existing assessment and monitoring and identify areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Audit of pre-school and secondary school contacts, plus current and potential relationships documented.</li> <li>▪ Assessment &amp; monitoring audit, plus recommendations for improvement in place.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Develop transition plan for each pre-school and secondary school as per previous year's audit.</li> <li>▪ Develop draft P-6 assessment and monitoring program for trial supported by data analysis workshops.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Agreed pre and post primary transition plan developed and implementation commenced with each institution as appropriate.</li> <li>▪ Draft P-6 assessment and monitoring scheduled trialled by all staff, and all staff attending data analysis workshops to drive teaching.</li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>▪ Implement transition plan in each pre-school and secondary school.</li> <li>▪ Modify new assessment and monitoring program according to trial results.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Agreed pre and post primary transition plan implemented as appropriate.</li> <li>▪ Modified assessment and monitoring scheduled implemented by all staff, and all staff attending data analysis workshops to drive teaching.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Implement transition plan in each pre-school and secondary school and seek feedback from each with the view to improvements.</li> <li>▪ Implement modified student assessment and monitoring program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transition plan implemented, evaluated and enhanced according to feedback from participating institutions.</li> <li>▪ Modified assessment and monitoring scheduled implemented by all staff, and all staff continuing to attend data analysis workshops to drive teaching.</li> </ul>