**School Strategic Plan 2019-2023**

Parkmore Primary School (4881)



Submitted for review by Isobel McLennan (School Principal) on 18 February, 2020 at 09:14 AM  
Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 18 February, 2020 at 09:24 AM  
Awaiting endorsement by School Council President

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| School vision | Parkmore Primary School is a positive and inclusive learning community. We strive to achieve our best and to become lifelong learners, engaged citizens and good friends. |
| School values | Parkmore Primary School’s values are: Excellence • We strive for excellence, which means trying our hardest and doing our best  • When we strive for excellence, we are proud of ourselves Resilience • We don’t give up when things are difficult – we keep striving to reach our goals • We have a growth mindset and show perseverance and curiosity Responsibility • We show responsibility when we think of others, and are honest about our actions • We are responsible when we use our student voice to help our school community, our peers and our learning • We show responsibility as leaders Respect  • We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us • We show respect to others when we treat them as we would like to be treated • We show respect to others when we actively listen to their ideas Inclusiveness • We model and demonstrate inclusiveness, which means not leaving others out • We take every opportunity to help others that may be in need • We use our friendship chair to include others |
| Context challenges | Context  Parkmore Primary School is a proud government school which dates back to its inaugural year of 1962. It is located in the City of Whitehorse, in the Eastern Suburbs of Melbourne. The school is situated in Forest Hill with most of our students drawn from the local area and surrounding suburbs. A new purpose-built school was opened in 2012 comprising flexible learning spaces, kitchen/dining area, multipurpose room, visual arts room, LOTE room and library. The school has expansive playgrounds and sporting facilities, with all classrooms having access to outdoor learning areas.   Parkmore Primary School is dedicated to developing future-ready learning and life skills in our students, with a strong focus on literacy and numeracy. We offer specialist programs in Visual Art, Performing Arts, Physical Education and Chinese (Mandarin). We provide our students with opportunities for rich learning in technologies, the humanities and science. We are an internationally recognised and award-winning Positive Education school, and are committed to developing the whole child, ensuring academic, physical, emotional, social, cultural and creative growth. Our school embraces evidence-based approaches to education, and teachers work collaboratively to develop their practice in level-based Professional Learning Communities that are dedicated to achieving optimal learning results for all students.   Parkmore Primary School is a dynamic learning community that embraces values and resilience in students. Our SRC, buddies and peer mediation programs enable students to develop leadership skills, and we provide multiple opportunities for students to develop voice and agency in their learning and leadership. The values that form the basis for all our learning are Respect, Resilience, Responsibility, Excellence, and Inclusiveness.  Parkmore Primary School has a close-knit school community. Students, staff and parents work collaboratively with local community organisations, including our Kids Coach Program, which provides a mentoring and support program for students and families. We work in partnership with various universities including The University of Melbourne and Deakin University.  Main Challenges  - Maintaining our culture as an innovative learning community while providing consistency and rigour in pedagogical practice in each classroom - Improving the learning gain of all students from Year 3 to 5 across all subject areas as measured by NAPLAN - Continuing to enhance student voice and agency opportunities in the classroom as well as our leadership programs - Continuing to strengthen student wellbeing and resilience |
| Intent, rationale and focus | Intent At Parkmore Primary School we are committed to achieving optimal student learning outcomes, particularly in English and Mathematics, while maintaining a positive and engaging learning environment. We aim to embed greater consistency in our schoolwide pedagogical practice through the Professional Learning Community model, which enables teachers to develop and reflect on their practice with a focus on student achievement data. Key schoolwide approaches including the Parkmore Primary School Instructional Model, PPS Reading Approach, PPS Assessment Schedule and Scope and Sequence documentation will inform this work and positively impact classroom practice.  Rationale • When teachers work together in collaborative teams, and utilise rigorous processes for establishing, building, and reflecting on excellent pedagogical practice, student learning, engagement and wellbeing will be improved. • When a positive climate for learning is fully established, the social, emotional, behavioural and academic outcomes for all students are improved.  Focus Our priorities and focus areas:  • Build middle leadership capacity to implement a rigorous Professional Learning Community approach  • Develop teacher knowledge and skills to embed consistent high impact teaching strategies in literacy and numeracy, beginning with reading • Develop teacher capability to use evidence and assessment to differentiate teaching and learning • Embed rigorous feedback processes for students and staff • Build teacher and student capability to set aspirational goals and reflect on their learning • Embed a whole school approach to positive behaviours, developing resilience, and establishing and maintaining a consistent and orderly learning environment |

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| Goal 1 | Optimise student outcomes and learning growth for all students in literacy and numeracy |
| Target 1.1 | By 2023 increase the percentage in the top two NAPLAN bands at Years 3 and 5 in reading, writing and numeracy.  **Year 3:**  **Reading** from 64% (2019) to 70% (2023)  **Writing** from 50% (2019) to 63% (2023)  **Numeracy** from 50% (2019) to 55% (2023)  **Year 5:**  **Reading** from 50% (2019) to 60% (2023)  **Writing** from 20% (2019) to 25% (2023)  **Numeracy** from 45% (2019) to 50% (2023) |
| Target 1.2 | By 2023 increase the percentage of Year 5 students achieving at and above benchmark growth on NAPLAN reading, writing and numeracy.  **Year 5:**  **Reading** from 71% (2019) to 85% (2023)  **Writing** from 71% (2019) to 85% (2023)  **Numeracy** from 70% (2019) to 85% (2023) |
| Target 1.3 | By 2023 increase the percentage of students F-6 above expected Victorian Curriculum levels using teacher judgements:   * Reading and viewing 46% (2019) to 55% (2023) * Writing 30% (2019) to 40% (2023) * Number and algebra 34% (2019) to 42% (2023) * Measurement and geometry 29% (2019) to 35% (2023) * Statistics and probability 31% (2019) to 35% (2023) |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Develop teacher capability to use evidence and assessment to differentiate teaching and learning |
| Key Improvement Strategy 1.b Building practice excellence | Build effective collaborative teams |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | Develop teacher knowledge and skills to embed consistent high impact teaching strategies in literacy and numeracy |
| Goal 2 | Empower all students as engaged learners |
| Target 2.1 | By 2023 improve the percentage of positive responses to the following Attitudes to School Survey factors:  **Years 4-6:**  **Student voice and agency** from 70% (2019) to 85% (2023)  **Sense of confidence** from 75% (2019) to 85% (2023)  **Differentiated learning challenge** from 82% (2019) to 88% (2023)  **Self-regulation and goal setting** from 88% (2019) to 90% (2023) |
| Target 2.2 | By 2023 improve the percentage of positive responses on the School Staff Survey – Climate module for the factor, *academic emphasis* from 75% (2019) to 85%. |
| Target 2.3 | By 2023 improve the percentage of positive responses on the School Staff Survey – Teaching and learning module for the factors:   * Promote student ownership of learning goals from 33% (2019) to 75% * Use student feedback to improve practice from 33% (2019) to 75%. |
| Key Improvement Strategy 2.a Empowering students and building school pride | Develop a whole-school community understanding of student voice, agency and leadership and build staff capability to activate this for all learners |
| Key Improvement Strategy 2.b Instructional and shared leadership | Embed rigorous feedback processes for students and staff |
| Key Improvement Strategy 2.c Empowering students and building school pride | Build teacher and student capability to set aspirational goals and reflect on their learning |
| Goal 3 | Strengthen student wellbeing |
| Target 3.1 | By 2023 improve the percentage of positive responses to the following Attitudes to School Survey factors:  **Years 4-6:**  **Teacher concern** from 75% (2019) to 85% (2023)  **Sense of connectedness** from 77% (2019) to 85% (2023)  **Respect of diversity** from 75% (2019) to 85% (2023)  **Managing bullying** from 70% (2019) to 85% (2023)  **Resilience** from 77% (2019) to 85% (2023)  **Effective classroom behaviour** from 63% (2019) to 85% (2023) |
| Target 3.2 | By 2023 improve the percentage of positive responses on the School Staff Survey – School climate module for the factor *trust in students and parents* from 70% (20219) to 80%. |
| Target 3.3 | By 2023 improve the percentage of positive responses on the Parent Opinion survey to the factor *teacher communication* from 64% (2019) to 80%. |
| Key Improvement Strategy 3.a Health and wellbeing | Strengthen skills and strategies to enhance student resilience |
| Key Improvement Strategy 3.b Health and wellbeing | Embed a positive and consistent orderly learning environment |
| Key Improvement Strategy 3.c Parents and carers as partners | Build parent/carer and community partnerships to improve learning outcomes for students |