4854 Park Orchards Primary School Strategic Plan 2017- 2020

School vision	School values	Context and challenges	Intent, rationale and focus
To educate and nurture the whole child through quality learning and personal development programs which provide students with the necessary skills, values and behaviours to achieve throughout their lives. A positive learning community at POPS is: ● inclusive ● influential ● and collaborative Tribes Learning Community 	**OUR VALUES** **Excellence, Respect, Responsibility, Integrity** **All students, staff and parents strive to uphold the school values and reflect them through the five Poppy Tribes Agreements:** ● Strive for your personal best (Excellence) ● Demonstrate mutual respect for yourself and others (Respect) ● Attentively listen (Respect) ● Actively participate and you have the right to pass (Responsibility) ● Express appreciation and do not put down others (Integrity)	Park Orchards Primary School was established in 1962 and is set in Melbourne's outer east in a green environment surrounded by native vegetation and the remains of a pine plantation. The school is on the BARR (Bushfire at Risk Register). The school community has a high socio economic profile and over the past four years the population has become culturally more diverse with families coming from a variety of cultural backgrounds. Students also come to the school from beyond the local Park Orchards area. In 2016 the Victorian Curriculum was referenced when developing all teaching and learning programs and covers the dimensions of English, Mathematics, Science, Geography, History, The Arts (Visual and Performing), LOTE (Mandarin and Italian) and Health and Physical Education. The school's teaching and learning programs have a strong emphasis on developing each student's literacy and numeracy skills. Students consistently achieve high results above the State School median for all levels of literacy and numeracy. Student wellbeing is supported through a number of specialist programs, policies and includes a Tribes approach to support a school wide approach to wellbeing. The school facilities include the original two classroom wings with a free standing library, a basketball stadium, Arts Centre, science room two medium sized teaching areas and one portable, which accommodates two classrooms. All classrooms have access to laptops, iPads and Interactive Whiteboards or LED Smart TVs. The extensive school grounds provide extensive play areas and gardens, which support active, imaginative and passive play. The School Council and Parent Association assist with school operations and provide the basis for a strong community partnership. Parents work in partnership with teachers and support staff to achieve school goals and improve the learning environment for all students. **Challenges:** ● Building teacher capacity to develop effective documentation and consistent practices in planning, differentiation and assessment to cater for every student's learning needs ● Student voice – increasing opportunities for students to inform and lead their learning. ● Building teacher capacity to use digital technologies to stimulate student engagement.	Park Orchards Primary School has undertaken a thorough self-evaluation and is well placed to develop the next level of work in building excellence in teaching, utilising high quality strategies and building a positive climate for learning that engages all students in the ownership of their own learning over the next 4 years. **Building practice excellence** While student growth in literacy and numeracy has been strong and consistent over the past 4 years, this has not been for all students. If a whole school agreed approach to curriculum planning, instruction and assessment is developed and implemented then improvement in student learning growth, engagement and achievement will be achieved. To fully support achievement growth for all students a focussed understanding of using assessment data effectively to inform teaching practice, and the role of feedback to inform improvements should be utilised. **Empowering students and building school pride** While students report productive relationships with teachers who attended to their concerns, they see their involvement in their learning as somewhat passive with teachers directing what students do. Students indicated that they wanted more opportunities to have active input into their own learning. If the school develops student ownership for their learning through improving opportunities for student voice and to build the capacity of students to identify, articulate and inform their own learning growth, then engagement and student empowerment will be enhanced. **Positive Climate for learning** Teachers promptly attended to student needs and concerns. Parent survey data indicated that there was a positive community feel with the school and that teachers responded effectively to issues they raised. The school's approach to student wellbeing was effective in supporting quality student-teacher relationships. The school continue its programs to provide a safe and inspiring learning environment. **FISO Key Improvement Strategies** ● **Excellence in Teaching and Learning:** Building Practice Excellence ● **Professional Leadership:** Building Leadership Teams ● **Positive Climate for Learning:** Setting Expectations and Promoting Inclusion & Empowering Students and Building School Pride

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To build practice excellence across the school to maximise the learning growth for every student **Theory of Action** If a whole school agreed approach to curriculum planning, instruction and assessment is developed and implemented then student learning growth, engagement and achievement will improve.	**Excellence in Teaching & Learning** Building Practice Excellence **Professional Leadership** Building Leadership Teams	**Key Improvement Strategy 1.1: Refine and embed the agreed instructional model across the school** **Actions:** ● examine and refine the agreed instructional model which includes high impact teaching strategies, the use of learning intentions and success criteria ● document and implement the agreed instructional model across the school ● establish consistent curriculum planning practices and documentation ● support the implementation through coaching and feedback ● strengthen and continue the peer observation program ● familarise all staff with the Hattie Visible learning research	**Increase the percentage of Year 3 and 5 students in the top two bands in NAPLAN** **2017-2020 Yr 3 and Yr 5 NAPLAN Targets**

2017-2020 Yr 3 and Yr 5 NAPLAN Targets

	Year 3 Band 5+		Year 5 Band 7+	
	13-16	17-20	13-16	17-20
Reading	62%	68%	47%	52%
Writing	82%	87%	36%	42%
Number	55%	60%	40%	45%

Increase the relative growth, in all domains, especially in the high band and decrease the percentage of students achieving low relative growth

2017-2020 NAPLAN Yr 3 -5 Growth Targets

	Low		High	
	13-16	17-20	13-16	17-20
Reading	20%	20%	26%	30%
Writing	26%	20%	35%	35%
Number	17%	20%	31%	31%

Key Improvement Strategy 1.2: Build the capacity of teachers to effectively assess and use evidence to teach students at their point of need

Actions:
● develop a collective ownership of learning data
● provide targeted professional learning and coaching to increase teacher understanding of data
● provide targeted professional learning and coaching on using data to drive teaching practice
● identify and implement agreed assessment schedule and practices which includes pre and post testing and entering data onto a whole school tracking document
● use the data to effectively teach students at their point of need including extending and engaging high achieving students

Teacher Judgements
Increase the percentage of students achieving A and B in teacher assessments from the 2013-2016 averages in reading, writing and number

Vic Curriculum 2017- 2020 A- B Targets

	A - B	
	13-16	17- 20
Reading	46%	50%
Writing	28%	40%
Number	30%	40%

Attitudes to School Survey (AtSS)
Increase AtSS mean factor scores for:
➢ **Stimulating learning** from the 2013- 2016 mean factor average of **4.06** to or **4.12** above for 2017-2020
➢ **Teacher Effectiveness** from the 2013- 2016 mean factor average of **4.41** to **4.56** or above for 2017- 2020

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		Key Improvement Strategy 1.3: Develop the professional knowledge and capacity of leaders within the school whole-school **Actions:** • use a consultant to work with leaders on leading effective teams • document and structure PLT teams to develop a professional learning community across the school • strengthen induction processes of new staff • introduce a coaching program to build leadership capacity	**Staff Survey (School Climate module)** **Increase mean factor scores for:** ➤ **Teacher Collaboration** from the 2014- 2016 percentage average of **65%** to **72%** or above for 2017-2020 ➤ **Academic Emphasis** from the 2014- 2016 percentage average of **76%** to **82%** or above for 2017-2020 ➤ **Guaranteed and Viable Curriculum** from the 2013- 2016 percentage average of **79%** to **85%** or above for 2017-2020
To create a climate that empowers students to actively engage in their learning **Theory of Action** If students have ownership over their own learning, and school processes and practices encourage them to be independent thinkers, then learning confidence and active participation in their learning will be enhanced	**Positive Climate for Learning** Intellectual engagement and self awareness	Key Improvement Strategy 2.1: Build the capacity of teachers to enhance active student engagement in their learning **Actions:** • targeted professional learning on student engagement strategies • improving effective feedback processes • building teacher capacity to use digital technologies to stimulate student engagement, referencing the Victorian Curriculum Key Improvement Strategy 2.2: Develop student understanding of themselves as learners **Actions:** • building student understanding of critical thinking • regular student conferencing and goal setting • enhancing student-led learning conferences • professional learning about effective student goal setting	**Attitudes to School Survey (AtSS)** **Increase AtSS mean factor scores for:** ➤ **Teacher Empathy** from the 2013- 2016 mean factor score average of **4.45** to **4.5** or above for 2017-2020 ➤ **Classroom Behaviour** from the 2013- 2016 mean factor score average of **3.41** to or **3.5** above for 2017- 2020 ➤ **Stimulating learning** from the 2013- 2016 mean factor score average of **4.06** to or **4.12** above for 2017-2020 **Parent Survey** **Increase Parent Survey mean factor scores for:** ➤ **Learning Focus** from the 2014-2016 mean factor score average of **5.73** to **5.80** or above for 2017 – 2020 ➤ **Student Motivation** from the 2014-2016 mean factor score average of **5.61** to **5.7** or above for 2017 - 2020 ➤ **Stimulating Learning** from the 2014- 2016 mean factor score average of **5.81** to **5.90** or above for 2017- 2020 ➤ **Classroom Behaviour** from the 2014-2016 mean factor score average of **4.21** to **4.30** or above for 2017 - 2020
		Key Improvement Strategy 2.3: Build the capacity of students to identify, articulate and inform their own learning growth **Actions:** • engaging student voice in their learning • improving effective feedback processes, both to and from students	**Staff Survey (Teaching and Learning module)** **Increase mean factor scores for:** ➤ **Setting Objectives and Providing Feedback** from the Primary School Region 2015- 2016 mean score average of **84** to **86** or above for 2017-2020
To continue developing the positive approaches conducted by the school to support student wellbeing **Theory of Action** If engagement is enhanced for all students and student ownership and voice for their own learning are activated, then wellbeing will be fostered.	**Positive Climate for Learning** Setting expectations and promoting inclusion	**(As per strategies from Student Engagement)** **Key Improvement Strategy 3.1: Continue developing whole school approach building safe and inclusive learning community** **Actions:** • continue implementing Tribes agreements across the school • continue refining and implementing the school's Student Wellbeing policies and procedures	**(See Targets from Student Engagement)**

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