

School Strategic Plan 2018-2022

Port Melbourne Primary School (2932)



Submitted for review by Peter Martin (School Principal) on 05 December, 2018 at 05:41 PM
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Awaiting endorsement by School Council President

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School vision	Interim Vision (to be reviewed in February 2019) At Port Melbourne Primary School, all students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.
School values	Interim Values (to be reviewed in February 2019) At Port Melbourne Primary School, we appreciate the importance of the whole school environment and community – our people, buildings, grounds, and belongings. Implementing the following values underpins the culture of our school. Respect - We respect ourselves, connections with others, diversity, and the school environment. We demonstrate respect by showing consideration, compassion, understanding and patience. Resilience - We are able to respond to challenging situations through reflection, engagement and perseverance. Responsibility - We strive to make good choices for ourselves and others by being dependable, independent, helpful and caring Excellence – We are all encouraged and challenged to achieve our best and maximise our potential in all facets of school life.
Context challenges	<p>While the school has been working towards the implementation of an instructional model, giving students more ownership of their learning, this implementation has been inconsistent across classrooms. Teacher judgement and NAPLAN performance indicators have previously indicated that there was a concentration of students across the school meeting, but not exceeding, benchmarks. There has been an inconsistency in teaching approaches and a lack of whole school agreement on how to meet every student's point of need. Teacher confidence in making judgements has been affected by a lack of moderation and non-alignment between teachers. There needed to be a focus on building consistent pedagogical practice and more engaging and challenging classroom cultures.</p> <p>With numerous changes in the leadership profile and capability in recent years, the development of an effective PLC culture at PMPS has been compromised. While there has been a strong focus on professional learning and collegial planning, there is yet to be full staff buy-in to PLCs. While most team planning has been positive, individual teams have had little knowledge of what was occurring in learning teams external to their own. There have been varying levels of student engagement in classrooms across the school and a more strategic approach is required in determining how best to implement meaningful change. There is a need for clearer articulation of what the school stands for, a clear vision that is lived every day, consistent teaching and learning strategies across all classrooms and the construction of a genuine collaborative and instructional process involving the whole school community.</p>

	<p>There is a need to ensure that those students working above standard at particular year levels are supported so that they continue to perform at, or above, this standard as they progress through the school.</p>
<p>Intent, rationale and focus</p>	<p>Intent</p> <ul style="list-style-type: none"> • Revisit and embed a new vision and values statement as part of the Port Melbourne Primary School culture. • Implement school-wide approaches to collaborative and engaging classrooms. • Focus on the learning needs of students and point of need teaching through collaborative approaches to continuous assessment and reporting. • Identify students who make less than expected progress in academic and social and emotional learning and support their development. • Develop and implement a shared commitment to continuous improvement and a focus on students feeling more connected to the learning community via agency outside, but particularly inside the classroom. • Develop students' skills, confidence and curiosity. <p>Rationale:</p> <p>Analysis of Staff Opinion Survey data shows that not all staff are fully committed to the schools existing vision and values, and that there is not strong agreement amongst the majority of staff to the commitment of common school-wide approaches to ensuring that our classrooms are engaging and collaborative.</p> <p>Analysis of curriculum data shows that many students who are assessed as performing above standard at one year level, are being assessed as making less than expected learning growth in the ensuing years.</p> <p>Although the percentage of students acknowledging that student agency and voice has increased significantly towards the end of the previous School Strategic Plan, there is a need to extend this through the implementation of the school's pedagogical model</p> <p>Prioritising:</p> <p>At the commencement of the SSP period, the whole school community will be engaged in the development of a new agreed Vision and Values statement which will then be embedded in every aspect of school life. The staff will then develop an agreed model of what teaching and learning looks like at PMPS</p> <p>Middle Leaders (the staff charged with leading the Year Level PLCs and the Literacy and Numeracy domains) will undertake extensive professional development which will enable them, as Instructional leaders, to lead the implementation of consistent teaching practices within and between teaching teams, to lead the implementation of an assessment program which clearly identifies each student's point of need, and to lead the development of a collaborative planning model that ensures that the needs of each student are met such that they make at least the benchmark learning growth. This professional development will be on-going over the life of the SSP.</p> <p>Over the course of the SSP, the Middle Leaders will build the capability of teachers to assess student learning and to use data more effectively to uniform teaching and learning practices through differentiated teaching, and build teacher capability of to empower students in their learning. They will develop the capacity to lead staff in developing, embedding and evaluating components of learning programs which offer opportunity for student voice and agency in learning.</p>

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Goal 1	To improve learning outcomes for all students.
Target 1.1	All students will make a minimum of twelve months growth within a twelve month period as indicated by at least two quantitative datasets (for example teacher judgements and NAPLAN).
Target 1.2	The percentage of students working towards the expected standard in Reading, Writing and Number will decrease by ten per cent throughout the course of the SSP.
Target 1.3	The percentage of students achieving at or above twelve months over the expected level in Reading, Writing and Number will improve by ten per cent throughout the course of the SSP.
Target 1.4	The percentage of students assessed by their teachers as performing above standard in Reading, Writing and Number at Years 3-6 will be +/- five per cent of the students achieving above standard as indicated on at least two data sets.
Target 1.5	Improve the accuracy of teacher judgement data comparison to NAPLAN to less variability - the learning growth for students across the curriculum will be a minimum of one Victorian Curriculum level each year as measured by teacher judgement.
Key Improvement Strategy 1.a	Identify and gain a shared understanding of the Essential Learnings for PMPS.

Building practice excellence	
Key Improvement Strategy 1.b Curriculum planning and assessment	Build the capability of teachers to assess student learning and to use data more effectively to uniform teaching and learning practices through differentiated teaching.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Further develop and embed an instructional model and learning cycle, exemplifying what effective teaching looks like at PMPS.
Key Improvement Strategy 1.d Empowering students and building school pride	Build teacher capability of to empower students in their learning
Goal 2	To increase student connectedness with their learning.
Target 2.1	The percentage of students who agree or strongly agree with the four sub-sets within the 'Effective Teaching Practices for Cognitive Engagement' domain (<i>Effective Teaching Time, Differentiate Learning Challenge, Stimulated Learning and Classroom Behaviour</i>) School Climate factors will increase will increase from 74 per cent to 84 per cent.
Target 2.2	The percentage of parents who agree or strongly agree within the three sub sets under the heading Student Cognitive Engagement increase from x per cent to y per cent (the target percentage will be set once the school has this year's results) with high expectations for <i>Motivation and Support, Stimulating Learning Environment and Effective Teaching Learning Focus</i> .
Key Improvement Strategy 2.a Instructional and shared leadership	Build the capability of leadership across the school to be instructional leaders and strengthen the distributive leadership structure that empowers instructional leaders across the school.
Key Improvement Strategy 2.b Vision, values and culture	Embed the school's agreed vision and values in all aspects of school life.

Key Improvement Strategy 2.c Building practice excellence	Enhance the PLC culture through the operation of highly effective collaborative teams.
Goal 3	To strengthen student capability to make change in self and their environment.
Target 3.1	The percentage of students who agree or strongly agree within the Student Safety domain (Advocate at School, Managing Bullying and Respect Diversity) will increase from an average of 74 per cent to 86 per cent.
Target 3.2	The percentage of students who agree or strongly agree within the Social Engagement domain (School Connectedness, Student Voice and Agency, Sense of Inclusion) will increase from an average of 72 per cent to 85 per cent.
Target 3.3	Increase levels of student voice through cognitive engagement, challenge, self-directed inquiry and deep thinking across the curriculum.
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Identify students who are making less than expected progress in academic and social and emotional learning so as to effectively support their learning needs.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop, embed and evaluate components of learning programs which offer opportunity for student voice and agency in learning.