

# School Strategic Plan for Pentland Primary School

School Number: 5369

Years: 2016-2019



## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Mr Andrew Harrison</p> <p>Date 16<sup>th</sup> February 2016</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Mr David Lord</p> <p>Date 16<sup>th</sup> February 2016</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>
<p><b>Legislative context for endorsement</b></p> <p>Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.</p>	

## School Profile

<b>Purpose</b>	
	<p><b><i>Aims</i></b></p> <p style="text-align: center;"><b><u>AIMS FOR STUDENTS</u></b></p> <p>Pentland Primary School fosters a love of learning and promotes high achievement by working with children to:</p> <ul style="list-style-type: none"><li>• develop curious open minds and find joy in learning</li><li>• show respect for self, others and the environment</li><li>• become creative and adaptable thinkers in a changing world</li><li>• be confident, organised workers in a variety of settings ~ both independent and collaborative</li><li>• be effective communicators and skilled listeners</li><li>• set goals and achieve high standards in all areas of the curriculum</li><li>• gain advanced technological skills</li><li>• build resiliency and celebrate successes in mind, body and spirit</li></ul> <p><b><i>Mission</i></b></p> <p style="text-align: center;"><b><u>MISSION FOR THE SCHOOL</u></b></p> <p>We believe each child will succeed through experiencing quality in:</p> <ul style="list-style-type: none"><li>○ a broad and challenging curriculum</li></ul>

	<ul style="list-style-type: none"> <li>○ a safe, happy and attractive learning environment</li> <li>○ an ethos of inquiry and persistence to achieve personal best</li> <li>○ a rich, varied and up-to-date range of learning resources</li> <li>○ innovative teaching that supports a range of learning styles</li> <li>○ an enriching program of visits and extra curricular activities</li> <li>○ effective learning partnerships ~ cross age (buddies/Pentland Partners) ~parent helpers</li> </ul>
<b>Values</b>	
	<p><b>Values</b></p> <p>At Pentland Primary School, a set of values are at the heart of what we think, feel and do as a school.</p> <p>They determine what we are, how we act and what we stand for. The core Pentland Primary School values are:</p> <ul style="list-style-type: none"> <li>▪ Respect</li> <li>▪ Pride</li> <li>▪ Endeavour</li> <li>▪ Creativity</li> <li>▪ Empathy</li> </ul> <p><i>We also value Honesty, Trust, Communication and Teamwork.</i></p>
<b>Environmental Context</b>	
	<p>Pentland Primary School is situated on the northern edge of Bacchus Marsh and lies at the base of the Pentland Hills. The school opened in 1993. The student population is drawn from Bacchus Marsh and</p>

surrounding areas with bus transport available to transport more distant students to and from the school. New housing developments are currently in progress within the immediate school local neighbourhood.

Pentland Primary School consists of attractive, modern brick buildings that comprise 9 classrooms, music room, art room, food technology room and gym. All classroom and specialist areas are heated and air conditioned. The gardens and landscaping continue to be improved and developed.

Funding via the Building the Education Revolution initiative has been used strategically to significantly refurbish and improve our facilities. This upgrade included provision of interactive whiteboards in each classroom, the purchase of 51 netbooks to establish a 1:1 computer ratio, provision of synthetic turf on the oval, construction of a metal shade structure over the netball court, refurbishing of the Library/IT area, creation of a Podcasting room, refurbishing the gymnasium floor, provision of heating in the gym, supply of a sound system and portable stage and creation of a Food Technology and Science room. Pentland Primary School has outstanding modern facilities.

The Bacchus Marsh township has experienced rapid growth during the past 5 years. New housing developments have experienced gradual and steady construction resulting in increased potential enrolments within our local neighbourhood.

A diversity exists in the parent occupation and skills of our community. Pentland PS currently has a Student family occupation index rating of 0.66. We have experienced an SFO shift of 0.46 to 0.54 during this strategic plan period. Our current SFO is 0.64.

During the period of our current Strategic Plan almost 50% of the families were eligible to receive EMA in any given year. Access to EMA is no longer available. School Council and the school leadership team has worked strategically to support families through targeted use of SFO funding.

The age and profile of the staff has been significantly influenced by increasing student enrolments. The school has a range of talent and expertise amongst our teachers and education support staff. Over the

period of this Strategic Plan the profile of the teaching staff has changed significantly. The school has been unable to appoint a number of graduate teachers during this period.

Pentland provides education programs that are relevant and of high quality with an emphasis on the use of computers across the curriculum. The school has adopted an integrated approach to planning and delivery of the curriculum. The school provides comprehensive programs across the Victorian Essential Learnings/AusVELs. Specialist programs in Visual Arts, Music, Physical Education, ICT, LOTE (Chinese) and Library. The Early Years and Information Technology programs continue to be pivotal to this school's curriculum delivery.

A close partnership exists between the Bacchus Marsh College and Pentland Primary School. Peer support and partnership programs operate between the schools.

Pentland offers a wide range of opportunities for its students including a comprehensive Camping and Excursion program, visiting performers, Bike Education, Swimming, Choir, involvement in sporting teams and local competition, Clubs Program.

The welfare of the school community is an important issue and will continue to be a significant focus.

The Quick Smart Maths intervention program and Multi Lit intervention program has been successfully implemented. The implementation of the Victorian Essential Learning Standards will continue and The Principles of Learning and Teaching will remain as a guide in building the capacity of our professional learning team. The E5 teaching model will also remain a priority and a focus for the continual improvement of teaching and program delivery.

Over the life of this Strategic Plan;

\*The staff profile will continue to change through predicted retirements and recruitment.

	<ul style="list-style-type: none"> <li>* Enrolments are predicted to steadily increase.</li> <li>* The School SFO rating is 0.64 and is predicted to remain above the state mean.</li> <li>* Resourcing of ICT will remain a priority.</li> <li>* Student intervention, support and extension programs will remain a priority</li> </ul> <p>Significant issues may include;</p> <ul style="list-style-type: none"> <li>*Improving the delivery of curriculum programs</li> <li>*Maintaining increasing enrolments</li> <li>*Changes in Government Policies, regulations and curriculum initiatives.</li> <li>*Maintaining high level resourcing for priority areas.</li> </ul>
<p><b>Service Standards (optional)</b></p>	

## Strategic Direction

<h3>Achievement</h3> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>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.</p>		<h3>Key improvement strategies</h3>
<h4>Goals</h4> <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>	<ul style="list-style-type: none"> <li>To improve student Learning Growth in English and Mathematics from Foundation-Year 6.</li> </ul>	<ul style="list-style-type: none"> <li>To build teacher capacity and school leadership effectiveness in the teaching and leadership of improved Literacy and Numeracy Foundation-Year 6.</li> <li>To increase parent involvement and partnership in school Literacy and Numeracy provision.</li> <li>To continue to enhance Student Achievement levels in Writing on a whole school basis.</li> </ul>
<h4>Targets</h4> <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>	<ul style="list-style-type: none"> <li>90% of students Foundation-Year 6 achieving their personalised English and Mathematics Learning Growth targets each year of the SSP focusing on a minimum 12 months Learning Growth.</li> <li>High Growth learning in English and Mathematics based on NAPLAN data. Years 3-5 indicates that a minimum of 40% of students make high levels of Learning Growth in English and Mathematics.</li> </ul>	



<p><b>Theory of action (optional)</b> 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>Students from Pentland PS are provided with a comprehensive Teaching and Learning program.</p> <p>The school and Panel members concur that the key curriculum and co-curricular initiatives over recent times must be at the essence of the education provision at this school.</p>	
	<p><b>Actions</b> 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><b>Success criteria</b> 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><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Implement SPA Tracker Module.</li> <li>• Implement GRIN</li> <li>• Expand Multi Lit &amp; Quicksmart Programs</li> <li>• Revise the traditional levels and type of parent involvement at Pentland.</li> <li>• Engage a literacy consultant.</li> <li>• Commence implementation of the High Reliability Schools model.</li> </ul>	<p>Module implemented</p> <p>Teachers utilising SPA data to plan effectively.</p>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Release staff for peer observations as part of the PDP process.</li> <li>• Continue the implementation of the Big Write and VCOP.</li> <li>• Continue to develop whole school planning documents reflective of the Victorian Curriculum.</li> </ul>	<p>Programs implemented.</p> <p>Documents developed.</p>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Review and refine our system of moderating student performance in literacy and numeracy.</li> <li>• Continue the implementation of the Big Write and VCOP.</li> <li>• Continue to develop whole school planning documents reflective of the Victorian Curriculum.</li> </ul>	<p>Develop a document to clearly outline the process and skills for moderation at Pentland.</p>

	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Victorian Curriculum fully implemented.</li> <li>•</li> <li>•</li> </ul>	

<h2>Engagement</h2> <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>		<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>
<h3>Goals</h3> <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>	<ul style="list-style-type: none"> <li>• To improve Student Engagement levels and community connectedness.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and implement a school Foundation to Year 7 Transitions and Transience Program which enables more effective transition at the school.</li> <li>• Document and implement a Pentland PS Community Connectedness Program aligned to the High Reliability Schools Project.</li> <li>• Engage all of the Pentland PS community in developing a Pentland PS Way Instructional Model which underpins all Teaching and Learning at the school.</li> </ul>
<h3>Targets</h3> <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>	<ul style="list-style-type: none"> <li>• All Staff Survey means are above State means and improve annually (including the Leadership Module option).</li> <li>• ATS Survey data for boys and girls, Years 5 and 6 to be at or above the 75th percentile annually.</li> <li>• Parent opinion of School Transitions to be above the 80th percentile annually</li> </ul>	

<p><b>Theory of action (optional)</b> 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>It is recognised that Community Connectedness and effective Student Engagement levels and transitions are integral to ongoing school improvement.</p>	
	<p><b>Actions</b> 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><b>Success criteria</b> 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><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Commence implementation of the High reliability Schools Model.</li> <li>• Review the current transition process and protocols at Pentland Primary School.</li> <li>•</li> </ul>	
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Document and implement a Pentland PS Community Connectedness Program aligned to the High Reliability Schools Project.</li> <li>• Engage a consultant to assist and facilitate the High reliability schools model project.</li> <li>•</li> <li>•</li> </ul>	
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Develop a Pentland PS instructional model</li> <li>• Engage a consultant to assist in developing an instructional model.</li> <li>•</li> </ul>	
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Continue implementation of a Pentland Instructional model.</li> <li>•</li> <li>•</li> </ul>	

<h2 style="margin: 0;">Wellbeing</h2> <p style="margin: 0;">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 style="margin: 0;">Key improvement strategies</h3> <p style="margin: 0;">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>
<h3 style="margin: 0;">Goals</h3> <p style="margin: 0;">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>	<ul style="list-style-type: none"> <li>• To improve the school educational environment in order to maximise student safety, connectedness and Student Wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• A parental involvement and engagement program be developed and implemented in order to improve parent support for the school.</li> <li>• To improve the school staff survey climate perceptions by engaging with all Pentland PS staff in a solution-based approach to improving organisational health and school effectiveness.</li> </ul>
<h3 style="margin: 0;">Targets</h3> <p style="margin: 0;">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>	<ul style="list-style-type: none"> <li>• Parent opinion to be above State means and improve incrementally over the SSP period.</li> <li>• ATS Survey means in all areas of Student Wellbeing to exceed State means in Years 5 and 6 and for girls and boys cohorts annually.</li> <li>• Staff opinion in regard to Trust in Parents and Students and School Leadership to exceed State means annually.</li> </ul>	

<p><b>Theory of action (optional)</b> 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>The Peer Review Panel agreed that building student resilience and minimising student misbehaviour and bullying were recommended in improving the overall Student Wellbeing levels at Pentland PS.</p>	
	<p><b>Actions</b> 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><b>Success criteria</b> 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><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Engage Tony Ross to work with Pentland Staff to improve school staff survey climate perceptions.</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>Staff Survey results to show improvement in regards to Trust in Parents and students and School Leadership.</p> <p>Staff members demonstrating a greater understanding of the survey.</p> <p>Staff participation rates to increase.</p>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Engage Tony Ross to work with Pentland Staff to improve school staff survey climate perceptions.</li> <li>• A parental involvement and engagement program be developed and implemented in order to improve parent support for the school.</li> <li>• Develop survey monkey to track parent opinion</li> <li>•</li> <li>•</li> </ul>	<p>Staff Survey results to show improvement in regards to Trust in Parents and students and School Leadership.</p> <p>Staff members demonstrating a greater understanding of the survey.</p> <p>Staff participation rates to increase.</p> <p>Increased parental involvement.</p> <p>POS data to reflect level of parental involvement.</p>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• A parental involvement and engagement program be developed and implemented in order to improve parent</li> </ul>	<p>Parental involvement and engagement program fully implemented.</p> <p>Identify trends in school based survey data.</p>

	<p>support for the school.</p> <ul style="list-style-type: none"> <li>• Continue implementation of school based surveys for parents.</li> <li>•</li> <li>•</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Review parental engagement program and school based survey program.</li> <li>•</li> <li>•</li> </ul>	Reviews completed.

<h2>Productivity</h2> <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>		<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>
<h3>Goals</h3> <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>	<ul style="list-style-type: none"> <li>• To realign all school resources in order to maximise Student Achievement, Student Engagement and Student Wellbeing levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand the number of school leadership positions.</li> <li>• Document a Pentland PS Professional Development and Leadership Capacity Building policy and program in order to support the effective delivery of the new SSP.</li> <li>• Align all SSP Targets and KIS with integration into the staff Performance and Development Plans (PDPs).</li> <li>• Ensure that extra school equity funding is allocated</li> </ul>
<h3>Targets</h3> <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</p>	<ul style="list-style-type: none"> <li>• All areas of the SO Surveys to be above State means and improve annually.</li> <li>• The Peer Review Panel would also recommend using</li> </ul>	

<p>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>Survey Monkey on a regular basis in order to inform school planning in regard to parental perceptions.</p>	<p>and effectively measured on an annual basis.</p>
<p><b>Theory of action (optional)</b> 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>The Peer Review Panel believes that with significant improvements made in the Student Wellbeing and Student Engagement Goal areas, a vigilant, proactive and personalised educational program in Literacy and Numeracy is essential to ongoing school and student success.</p>	
	<p><b>Actions</b> 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><b>Success criteria</b> 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><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Ensure that extra school equity funding is allocated to KIS</li> <li>• Expand the school leadership positions.</li> <li>• Rollout Ipad program</li> <li>• Review the staff PDP process and ensure we align SSP targets and KIS into staff PDP process.</li> </ul>	<p>GRIN program implemented.</p> <p>Continue and expand Quicksmart and Multi Lit programs.</p> <p>Leadership position advertised and appointed.</p>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Ensure that extra school equity funding is allocated to KIS</li> <li>• Maintain support and extension programs</li> <li>• Document a Pentland PS Professional Development and Leadership Capacity Building policy and program</li> <li>•</li> </ul>	<p>Continue implementation of GRIN program</p> <p>Student achievement evaluated with SPA tracker data.</p>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Ensure that extra school equity funding is allocated to KIS</li> <li>• Maintain support and extension programs</li> <li>•</li> </ul>	

	<ul style="list-style-type: none"><li>•</li></ul>	
<b>Year 4</b>	<ul style="list-style-type: none"><li>• Ensure that extra school equity funding is allocated to KIS</li><li>• Maintain support and extension programs</li><li>•</li><li>•</li></ul>	