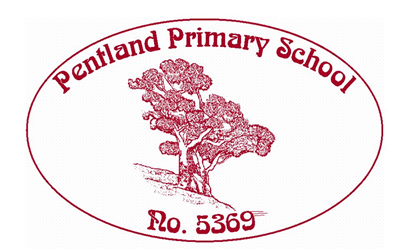
**School Strategic Plan 2019-2023**

Pentland Primary School (5369)



Submitted for review by Andrew Harrison (School Principal) on 08 April, 2022 at 01:13 PM  
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 08 April, 2022 at 01:20 PM  
Awaiting endorsement by School Council President

**School Strategic Plan - 2019-2023**

Pentland Primary School (5369)

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| School vision | Aims  AIMS FOR STUDENTS  Pentland Primary School fosters a love of learning and promotes high achievement by working with children to: • develop curious open minds and find joy in learning • show respect for self, others and the environment • become creative and adaptable thinkers in a changing world • be confident, organised workers in a variety of settings ~ both independent and collaborative • be effective communicators and skilled listeners • set goals and achieve high standards in all areas of the curriculum • gain advanced technological skills • build resiliency and celebrate successes in mind, body and spirit  Vision  VISION FOR PENTLAND PRIMARY SCHOOL  We believe each child will succeed through: o a broad and challenging curriculum o a safe, happy, academically challenging and inclusive learning environment o an ethos of inquiry and persistence to achieve personal best o a rich, varied and up-to-date range of learning resources o innovative teaching that supports a range of learning styles o an enriching program of extra curricular opportunities o effective learning partnerships 0 Student Voice and Ownership/Agency through an open minded reflective practice. 0 A range of community and collaborative learning |
| School values | At Pentland Primary School, a set of values are at the heart of what we think, feel and do as a school.  They determine what we are, how we act and what we stand for. The core Pentland Primary School values are: \* Respect \* Pride \* Endeavour \* Creativity \* Empathy We also value Honesty, Trust, Communication and Teamwork. |
| Context challenges | Pentland Primary School (Pentland PS) is situated on the northern edge of Bacchus Marsh, fifty kilometres northwest of Melbourne in the local government shire of Moorabool. The school opened in 1993.  The school facilities include a cluster of five brick buildings, comprising 10 classrooms and specialist facilities including a music room, art room, food technology room and gymnasium. The school grounds include sporting ovals, grassed areas, shaded asphalted sports courts, passive garden areas and playgrounds. The school has 2 relocatable buildings that provide 4 classrooms.  Enrolments at the time of the review were approximately 280 students. Over the past four years, enrolments increased by 100 students. Our confirmed enrolment for 2020 is 338 students.  The Student Family Occupation (SFO) index is 0.56 and the Student Family Occupation Education (SFOE) index was 0.47  Specialist curriculum programs are offered in Chinese language, visual arts, music, physical education, Information and Communications Technology (ICT) and library.  A breakfast club operates at the school.  The school has a before and after school care program provided by a commercial group.   Key challenges for Pentland Primary School through our next Strategic Plan include;  \* Continued enrolment growth \*Recruitment of high quality teaching and education support staff. \*Provision of professional learning, induction, coaching and mentoring of new and existing staff \* Sustaining our Professional Learning Communities model \*Continue collaborating with local schools within our Community of Practice based around reading. \*Continue to develop and implement a guaranteed and viable curriculum. \* Focus on developing a consistent approach to the teaching of reading throughout the school \* Maintain comprehensive planning documents \*Review student achievement levels and teacher practice from Foundation to year three. \*Maintaining the students within the top two Naplan Bands \* Developing strategies for students performing just below the top two bands in Naplan and PAT. \* Build the capacity of the School leadership Team \* Implementation of STEM \*Strengthening of Student Voice |
| Intent, rationale and focus | The School Review Panel recommends the following key directions for the next SSP: • Reading • Numeracy • PLCs • Student capacity to monitor their own learning and become self–regulating learners • Community partnerships to strengthen student learning |

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| Goal 1 | Improve student learning growth in literacy from F–6 |
| Target 1.1 | By 2023 increase the percentage of students meeting or above NAPLAN benchmark growth in reading by 3.8 per cent from 76.2 per cent (2019) to 80 per cent. |
| Target 1.2 | By 2023, increase the percentage of students in the top two NAPLAN bands for Year 3 reading by SIX percentage points from 41 per cent (2019), to 47 per cent. |
| Target 1.3 | By 2023, reduce the percentage of students in the bottom two NAPLAN bands for Year 3 reading by six percentage points from 21 per cent (2019), to 15 per cent. |
| Target 1.4 | By 2023, 65 per cent of matched cohort students retained in top two bands Year 3 to Year 5 in reading. |
| Key Improvement Strategy 1.a Building practice excellence | Ensure consistent implementation of an agreed classroom pedagogical model for reading |
| Key Improvement Strategy 1.b Building practice excellence | Embed PLC processes that challenge and support teachers to individually and collaboratively reflect on and improve their instructional practices in literacy, with a focus on the junior school |
| Key Improvement Strategy 1.c Evaluating impact on learning | Develop teacher capacity to use multiple data sources to make consistent judgements about student learning to inform planning and evaluate the impact of their teaching on student literacy outcomes |
| Goal 2 | Improve student learning growth in numeracy from F–6 |
| Target 2.1 | By 2023 increase the percentage of students meeting or above NAPLAN benchmark growth in numeracy by 4.1 percentage points from 85.4 per cent (2019) to 89.5 per cent. |
| Target 2.2 | By 2023, increase the percentage of students in the top two NAPLAN bands for Year 3 numeracy by six percentage points from 30 per cent (2019), to 36 per cent. |
| Target 2.3 | By 2023, reduce the percentage of students in the bottom two NAPLAN bands for Year 3 numeracy by 22 percentage points from 37 per cent (2019), to 15 per cent. |
| Target 2.4 | By 2023, 70 per cent of matched cohort students retained to top two bands Year 3 to Year 5 numeracy. |
| Key Improvement Strategy 2.a Building practice excellence | Embed PLC processes that challenge and support teachers to individually and collaboratively reflect on and improve their instructional practices in numeracy, with a focus on the junior school |
| Key Improvement Strategy 2.b Evaluating impact on learning | Develop teacher capacity to use multiple data sources to make consistent judgements about student learning to inform planning and evaluate the impact of their teaching on numeracy outcomes |
| Goal 3 | Improve student engagement and wellbeing |
| Target 3.1 | By 2023 increase the percentage of positive responses AToSS Sense of connectedness by eight percentage points from from 82 per cent (2019) to 90 per cent. |
| Target 3.2 | By 2023 increase the percentage of positive responses AToSS Student voice and agency by six percentage points from 79 per cent (2019) to 85 per cent. |
| Target 3.3 | By 2023 increase the percentage of positive responses AToSS Sense of confidence by eight percentage points from 77 per cent (2019) to 85 per cent. |
| Target 3.4 | By 2023 increase the percentage positive responses SSS Collective efficacy by six percentage points from 75 per cent (2019) to 81 per cent. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Build teacher and PLT capacity to ensure consistent delivery of teaching and learning to strengthen student voice and agency (e.g. Amplify) |
| Key Improvement Strategy 3.b Empowering students and building school pride | Empower students as partners who actively engage in and monitor their own learning and become self–regulated learners |
| Key Improvement Strategy 3.c Setting expectations and promoting inclusion | Engage stakeholders in the collaborative development and implementation of a strategy to strengthen school community connectedness informed by research |