School Strategic Plan 2023-2027

Pentland Primary School (5369)

Submitted for review by Andrew Harrison (School Principal) on 22 February, 2024 at 08:25 AM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 22 February, 2024 at 08:43 AM
Endorsed by Andy Head (School Council President) on 27 February, 2024 at 01:42 PM

School Strategic Plan - 2023-2027

Pentland Primary School (5369)

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, spirit and other students • develop a voice and agency in their personal learning goals Vision VISION FOR PENTLAND PRIMARY SCHOOL We believe each child will succeed through: • a broad and challenging curriculum • a safe, happy, academically challenging and inclusive learning environment • an ethos of inquiry and persistence to achieve personal best • a rich, varied and up-to-date range of learning resources • innovative teaching that supports a range of learning styles • an enriching program of extra curricular opportunities • effective learning partnerships • student voice and ownership/agency through an open minded reflective practice • 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 • Honesty • Trust • Communication • Teamwork.
Context challenges	Pentland Primary School opened in 1993. We are a growing school with a current enrolment of 501 students. Pentland is situated on the northern edge of Bacchus Marsh and lies at the base of the Pentland Hills. We are on approximately 10 acres of land, comprising of a mod grass oval/running track, undercover basketball/netball court, playgrounds, landscaped garden areas and an orchard which we are continually improving and developing. At present our school consists of 24 classrooms as well as art, library, and music rooms. We have a food technology room, gymnasium and canteen. All classrooms and specialist areas are heated and air-conditioned. The Bacchus Marsh Township has experienced significant growth during the past 5 years. New housing developments and steady construction have resulted in increased enrolments for our school. The age and profile of the staff have been significantly influenced. Pentland Primary School is led by our Principal and 3 Assistant Principals and employs approximately 50 staff. We have a combination of recently graduated and experienced staff who are friendly, approachable, diverse and committed to achieving the best outcomes for all our students. Pentland Primary School is very inclusive, our school community embraces all students and families. Diversity exists in the parent occupation and skills of our community. We currently have a Student Family Occupation index rating of 0.423. School Council and the school leadership team have worked strategically to support families through targeted use of our equity funding. We operate a breakfast club 5 days per week. The welfare of the school community is an important value, in addition to an emphasis on ensuring all students feel safe and happy at school. This will continue to be a pivotal focus for us moving forward. Pentland provides education programs that are relevant and of high quality with an emphasis on the use of technology 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 Curriculum. Specialist classes include, Visual Arts, Music, Physical Education, ICT, STEAM and Respectful Relationships. Student intervention, support and extension programs are areas we also focus on, implementing Getting Ready In Numeracy, STAP, Reading Tutoring and Advanced Maths programs into our school with great

	success. The Early Years and Information Technology programs will continue to be pivotal to our schools curriculum delivery. The implementation of the Victorian Curriculum will remain a priority in building the capacity of our professional learning team overarched by FISO 2.0. The E5 teaching and workshop models has remained a priority and a focus for the continual improvement of teaching and program delivery. Staff are supported by literacy, numeracy and inclusion coaching. Pentland Primary school offers a wide range of opportunities for its students including a comprehensive camping and excursion program, swimming program, choir, involvement in sporting teams and local competition. We also have a Junior School Council, encouraging student voice. Pentland also offer a psychologist two days a week through Matt Davis and Alice Hopechild. We also have Sharon Cartledge as our Inclusion Outreach Coach who is based at our school a time fraction of 0.2. A close partnership exists between the Bacchus Marsh College and Pentland Primary School. We are actively involved in a Community of Practice based around inclusion. We are also the partnering school for the Darley Early Years Hub located next door.
Intent, rationale and focus	Intent: * Maximise student learning growth in literacy, numeracy and integrated studies * Strenghten engagement and wellbeing of students Rationale: As the school has continued to experience strong enrolment growth we have had students not ready for school or significantly behind where they should be. We are noticing a trend that more students are experincing mental health issues and difficulty focussing on learning tasks for a prolonged amount of time. We are looking to change some of our processes and strategies to improve in these areas. Focus: * Build the capacity of staff through our mentoring and coaching programs * Committed to reducing costs of education for our community * Focus on staff and student welfare * Consistency within each classroom and within each PLC * A larger focus on STEAM and Science within the Integrated Studies area (tracked through Science PAT) * Ensure that Respectful Relationships remains a priority within the school so that students have the resources and strategies to work through personal and relationship issues. * Implementation of PAT Wellbeing survey to assist in tracking student data through all grades of the school not just Grades 4,5 and 6 * Reconstruction of curriculum documents and when each curriculum area will be a taught within the two year cycle to have it streamlined across grade levels * Creation of consistent documentation for 'Numeracy at Pentland' and 'Literacy at Pentland' to support new staff members with

	inducting them at Pentland PS.

School Strategic Plan - 2023-2027

Pentland Primary School (5369)

Goal 1	Maximise student learning growth in literacy, numeracy and integrated studies.
Target 1.1	NAPLAN Proficiency By 2027 increase the percentage of students achieving in Strong and exceeding for: • Year 3 reading from 68% (2023) to 72% • Year 5 reading from 78% (2023) to 80% • Year 3 writing from 75% (2023) to 79% • Year 5 writing from 73% (2023) to 77% • Year 3 numeracy from 65% (2023) to 70% • Year 5 numeracy from 78% (2023) to 80%.
Target 1.2	Teacher Judgement By 2027, increase the percentage of students in Foundation to Year 6 achieving at or above age expected level in: • Reading and viewing from 87% (2022) to 90% • Writing from 77% (2022) to 80% • Number and Algebra to at or above 87% (2022).
Target 1.3	PAT Achievement Banding – Student Growth

	Through 2023 to 2027, maintain or increase the percentage of students in Years 3 to 6 that have maintained or moved up by one or more achievement bands: • For PAT-Reading at or above 80% (2021-2022) • For PAT-Maths at or above 90% (2021-2022). By 2027, the percentage of students in Years 3 to 6 achieving a minimum of 12 months growth in science will be at or above 75%.
Target 1.4	Student Opinion – Attitude to School Survey (AtoSS) By 2027, increase the percentage of positive endorsement for the AtoSS factors: • Stimulated learning from 61% (2023) to 75% • Differentiated learning challenge from 80% (2023) to 84%.
Target 1.5	Staff Opinion - School Staff Survey (SSS) By 2027, increase the percentage of positive endorsement for the SSS factors: • Trust in students and parents from 69% (2023) to 74% • Promote student ownership of learning goals from 79% (2023) to 84% • Use High Impact Teaching Strategies from 83% to 88%.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared	Streamline, document and embed a schoolwide differentiated curriculum, pedagogical approach and practice.

goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop a schoolwide approach to collaborative continuous improvement.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	

growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed systems and processes for teaching and learning in Science, Technology, Engineering, Art and Mathematics (STEAM).
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment **Key Improvement Strategy 1.c** Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school **Key Improvement Strategy 1.c** Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 2	Strengthen the engagement and wellbeing of all students.
Target 2.1	Student Opinion – Attitude to School Survey (AtoSS) By 2027, increase the percentage of positive endorsement for the AtoSS factors: • Student voice and agency from 59% (2023) to 68% • Not experiencing racism from 84% (2023) to 88% • Managing bullying from 67% (2023) to 76% • Sense of connectedness from 68% (2023) to 73%.
Target 2.2	Staff Opinion - School Staff Survey (SSS)

	By 2027, increase the percentage of positive endorsement for the SSS factors: • Promote student ownership of learning goals from 79% (2023) to 84% • Support growth and learning of whole student from 88% (2023) to 92%.
Target 2.3	Parent Opinion – Parent Opinion Survey (POS) By 2027, increase the percentage positive endorsement for POS factors: • Parent and community engagement from 62% (2022) to 77% • Student cognitive engagement from 67% (2022) to 79% • Student development from 74% (2022) to 81%.
Target 2.4	Student Attendance By 2027, reduce the percentage of Foundation to Year 6 students absent for 20 or more days from 38% (2022) to 22%.
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop and embed systems and processes to activate student voice and agency.
Key Improvement Strategy 2.a	

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed multi-tiered systems of support to enhance student learning and wellbeing.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	

growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen home and school partnerships to improve student learning and wellbeing.
Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop, document and embed a schoolwide approach to wellbeing including the SWPBS framework.
Key Improvement Strategy 2.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.d	

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	