

# School Strategic Plan for Parkhill Primary School 5416

## 2016 – 2019

### Endorsements

<p>Endorsement by          School Principal</p>	<p>Signed: </p> <p>Name: Rod McKinlay</p> <p>Date: 24 / 3 / 16</p>
<p>Endorsement by          School Council</p>	<p>Signed.....</p> <p>Name: Greg Ditton</p> <p>Date.....</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 : Allen McAuliffe</p> <p>Date: 24 / 3 / 16</p>



## School Profile

<p><b>Purpose</b></p>	<p>Under the direction of our school vision statement and motto: Through working as a united learning community, our purpose is to produce optimistic, resilient lifelong learners with skills for future success as responsible citizens in the 21<sup>st</sup> century.</p> <p><b>School Motto is: “United through learning, we nurture success”</b></p> <p>Our aim is to enable students to become life-long learners and to equip them with the academic and life skills in order for them to be responsible citizens in a rapidly changing global world.</p> <p>Our key purpose is to further improve, enhance and add value to the education offered to all students at Parkhill PS. The vehicle chosen for this pathway is to become an Authorised International Baccalaureate (IB) school offering the Primary Years Programme (PYP) to its students. The authorisation process is an ongoing school improvement process, covering nine standards in the four areas of Philosophy, Organisation, Curriculum and the Student. The school considers that this will stretch us to think globally in terms of educational research and development and will provide a framework for addressing the various student learning outcome goals, targets and key improvement strategies in our four year strategic cycle.</p>
<p><b>Values</b></p>	<p>The school became a candidate school for the International Baccalaureate (IB) with a Primary Years Programme (PYP) in 2015 and the philosophy behind the program is shaping the school culture and continuous improvement strategies. The social environment is based on students developing and demonstrating all attributes of the IB Learner Profile. These are: balanced, caring, communicator, inquirer, knowledgeable, open-minded, principled, risk taker, reflective and thinker. Inclusive in this is the development of the IB PYP Attitudes of: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance. The school fosters in all children the ability to be responsible for their own actions making informed decisions within a safe and positive environment. The enhancement and support of student well being is a key feature. We encourage students to respect themselves, their bodies, property and other community members. We promote strong learning partnerships.</p>
<p><b>Environmental Context</b></p>	<p>Parkhill Primary School is a medium sized school located in Ashwood and is approximately 15k east of the CBD. The school describes itself as being ‘situated in a quiet corner of the City of Monash’. Over the past decade Parkhill has grown steadily from just under 200 to approximately 347 students in 2016.</p> <p>The Parkhill community is socially and culturally diverse. The Government School Performance Summary 2015 indicates that the school’s socio-economic profile is in the ‘mid-high’ range and the proportion of students with English as a second language is rated ‘high’.</p> <p>The size of the school combined with a friendly school community provides a positive, welcoming, stimulating family</p>

atmosphere.

The school motto, *'United through learning, we nurture success'* emphasises the importance placed on ensuring every student learns. A P-6 program, Literacy Pathways, has been developed to identify, support and continually monitor 'at-risk' students. Trained aides and volunteer parents support teachers to implement the program. Students are supported by aides, speech and occupational therapists, modified programs and of course their class teachers.

The staff profile reflects a balance of both gender and experience. The **25.57** equivalent full-time staff are committed to the all-round development of every student.

Teachers work co-operatively in teams within levels and in curriculum groups. Non-teaching staff (e.g. integration aides, support staff, welfare staff, etc.) work closely with teachers to maximise outcomes for students. All staff demonstrate a keen interest in, and commitment to professional learning.

Parents are very active in the school and parent support for the operations of the school is high.

Students are appreciative of their teachers and have a very positive attitude towards school and their learning. Students' strong attachment to the school is also aided by the broad enrichment programs on offer and the lively clubs program that is run at lunchtimes. Exiting Year 6 students predominantly enrol at local government secondary schools, with some attending catholic and independent schools. The strong relationships the school has established with its secondary feeder schools enable its students to make successful transitions.

All rooms are well-equipped and conducive to effective learning. The school boasts a series of withdrawal rooms which provide private and flexible spaces for Support Staff (Speech Therapists, Social Worker, Psychologist, Chaplain and Special Needs teachers) and for group work with students.

Currently there are sufficient classroom teaching spaces to meet the school's needs, but with an emphasis on small class sizes, if enrolments continue to grow, additional learning spaces will be required. The \$2.5 million BER (Building the Education Revolution) Federal Government stimulus package has enabled the school to build a Performing Arts Centre, a Science/Kitchen Classroom and maximize other teaching and learning spaces.

The school library is large and well resourced. The library also houses a modern computer laboratory where whole classes can access the computers at the same time. Banks of computers, ipads and lap tops are also situated in each classroom. All are networked and each classroom has an Interactive White-Board.

The school also has a large, well maintained Art Room with access to an outside courtyard and a carpeted, air-conditioned hall/gymnasium.

<b>Service Standards</b>	<b>Parkhill Primary School achieves success by endeavoring to ensure:</b> <ol style="list-style-type: none"><li>1. The learning environment is supportive and productive.</li><li>2. The learning environment promotes independence, interdependence and self-motivation.</li><li>3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program.</li><li>4. Students are challenged and supported to develop deep levels of thinking and application.</li><li>5. Assessment practices are an integral part of teaching and learning.</li><li>6. Learning connects strongly with communities and practice beyond the classroom.</li><li>7. The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</li><li>8. The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</li><li>9. All students receive instruction that is adapted to their individual needs.</li></ol>
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## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p><b>Achievement</b></p> <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>	<p>To improve literacy, numeracy and inquiry outcomes for every student across the school</p>	<p>To have all students deemed capable make one year or more growth as indicated by NAPLAN and AusVels data in both literacy and numeracy.</p> <p>That the NAPLAN matched cohort learning growth for all areas will be on or above the state mean for each year of the SP.</p> <p>Increase the percentage of students achieving high growth on NAPLAN relative growth reports.</p>	<p><b>1. Implement a whole school approach to teaching and learning through:</b></p> <p>1.1 introducing and embedding the International Baccalaureate Primary Years Program.</p> <p>1.2 supporting each student to develop the attributes of the IB Learner Profile.</p> <p>1.3 assessment driven data planning to inform professional development and enhanced reporting practices in line with curriculum.</p> <p>1.4 development of a whole school PLT model.</p> <p><b>2. Develop teacher knowledge, understandings and skills to:</b></p> <p>2.1 differentiate the curriculum to meet the needs of individual students.</p> <p>2.2 facilitate learning in line with whole school pedagogical approaches in all aspects of the curriculum.</p>

<p><b>Engagement</b></p> <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>	<p>To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning.</p> <p><b>Student input to be an integral part of the curriculum.</b></p>	<p>Increase all measures on the student attitudes to school survey to be at the state level or higher for all cohorts over the life of the strategic plan.</p> <p>Increase all variables on the measures of <i>student relationships and teaching &amp; learning</i> on the student attitudes to school survey to be at the state level or higher over the life of the strategic plan.</p> <p>Build teacher confidence to effectively assess, then plan for students at their specific point of need.</p>	<p>3.1 Through the implementation of the PYP, develop a curriculum that encompasses inquiry and connects students learning to the world around them.</p> <p>3.2 Embed the use of e- learning across and between all existing levels using current and new technologies.</p> <p><b>3.3 Student input is sought to set personal goals and connect students learning to the world around them.</b></p>
<p><b>Wellbeing</b></p> <p>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>	<p>To expand students' sense of wellbeing, in particular learning confidence and resilience at Parkhill Primary.</p> <p>To improve student wellbeing and connectedness to their learning across the school</p>	<p>Maintain or increase the <i>wellbeing</i> variables on the student attitudes to school survey to be at or above State level.</p> <p>Increase the variables of <i>student safety and classroom behaviour</i> on the parent survey to be at or above State level.</p>	<p>4.1 Strengthen the school's capacity to implement the KidsMatter framework in order to develop a whole school approach to student wellbeing.</p> <p>4.2 Strengthen the partnership between staff, students and parents to share responsibility for student wellbeing through communication and parent participation across the school.</p>

## Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

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.

To effectively manage staffing profiles and resources within budget constraints while providing a rigorous engaging education.

Ensure a sustainable and equitable plan for the future which supports the philosophy of the school.

Growth on the School Staff Survey

Component	% endorsement	
	2015	2019
Academic Emphasis	78.6%	>85%
Teacher Collaboration	77.1%	>80%
Guaranteed & viable Curriculum	71.4%	>80%

To improve parent survey variables

Factor Name	2015	2019
Learning Focus	5.20	>5.50
General Satisfaction	5.70	>5.90

5.1 Enhance the school's capacity to deliver a comprehensive curriculum through a distributed and instructional leadership model.

5.2 Develop procedures to celebrate and communicate the students' and school's successes and programs with the wider community.

5.3 Strengthen the school's professional learning program through collaborative teamwork, peer observations, effective feedback and shared professional learning.

5.4 Establish a school facilities master plan to ensure appropriate infrastructure supports implementation of the school's programs and policies.

## School Strategic Plan 2016 - 2019: Indicative Planner

<p><b>Purpose:</b> the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
Key Improvement Strategies		Actions	Achievement Milestone
		<p>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>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
Achievement	Year 1	1.1 Continue to develop staff skills in understanding and applying an inquiry approach across all areas of learning	Completed units of work using the PYP inquiry planner
		1.1 Audit and align inquiry learning units with IB PYP & AusVELS and integrate Mathematics and English	Planning and assessment in line with AusVels & IB PYP
			Begin to develop program of Inquiry
		1.3 & 2.1 Continue to build teacher capacity to read, analyse and use data to ensure that teacher judgments are consistent across all levels to inform future planning.	Data is entered and tracked on Compass or equivalent data system.
			Analyse performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum.
		2.2 Continue to review reading program across the school.	Consistent teaching of reading across the school
			P – 6 Reading Scope and Sequence
			Improved reading results across the school
	2.2 Embed a whole school pedagogy and learning framework which ensures a consistent and school wide approach to teaching the curriculum.	Review and evaluate school's curriculum and scope and sequence documents - Link to Inquiry (PYP)	
	1.4 Provide further structured differentiated PL opportunities for teachers to improve practice.	Further develop and expand agreed approaches and protocols for PLT's. Investigate PLT models such as Dufour, and Patrick Griffin.	
	2.2 Continue to embed the writing program from Prep to Year 6	Continue staff PD on teaching of writing and in particular the 7 Steps to Writing Success program	

	Year 2	1.1 Audit and align inquiry learning units with IB PYP & AusVELS and integrate math and English	Planning and assessment in line with AusVels & IB PYP Continue to develop program of Inquiry
		2.2 Embed a whole school pedagogy and learning framework which ensures a consistent and school wide approach to teaching the curriculum.	Review and evaluate school's curriculum and scope and sequence documents - Link to Inquiry (PYP)
		2.2 Begin to review the spelling programs across the school	Consistent teaching of spelling across the school
			P – 6 Spelling Scope and Sequence
			Improved spelling results across the school
		1.4 Provide further structured differentiated PL opportunities for teachers to improve practice	Deepen staff understanding of working in PLT's - investigate PLT models such as Dufour, and Patrick Griffin
	1.3 & 2.1 Continue to build teacher capacity to read, analyse and use data to ensure that teacher judgments are consistent across all levels to inform future planning.	Data is entered and tracked on Compass or equivalent data system.	
		Analyse performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum.	
	Year 3	1.1 Continue to audit and align inquiry learning units with IB PYP & AusVELS and integrate math and English	Planning and assessment in line with AusVels & IB PYP
			Continue to develop Program of Inquiry
			Authorisation achieved in 2018
		2.2 Continue to embed a whole school pedagogy and learning framework which ensures a consistent and school wide approach to teaching the curriculum.	Continue review and evaluate school's curriculum and scope and sequence documents - Link to Inquiry (PYP)
1.3 & 2.1 Continue to build teacher capacity to read, analyse and use data to ensure that teacher judgments are consistent across all levels to inform future planning.		Data is entered and tracked on Compass or equivalent data system.	
		Analyse performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum.	
2.2 Continue to review the spelling programs across the school	Consistent teaching of spelling across the school		
	P – 6 Spelling Scope and Sequence		
	Improved spelling results across the school		
Year 4	2.2 Embed a whole school pedagogy and learning framework which ensures a consistent and school wide approach to teaching the curriculum.	Continue to review and evaluate school's curriculum and scope and sequence documents - Link to Inquiry (PYP)	
	2.2 Continue to review the spelling programs across the school	Consistent teaching of spelling across the school	
		P – 6 Spelling Scope and Sequence	
	Improved spelling results across the school		

<b>Engagement</b>	Year 1	3.1 & 3.3 Develop a framework that embeds inquiry into curriculum planning, connecting learning to the world.	Evidence of inquiry embedded in units of work, explicitly connecting student learning to the world.
		3.1 & 3.3 Refine curriculum planning, connecting learning to the world.	Links made with a Sister school in China.
			Investigate possibility of a student study tour to China
			Continue to build and deepen the capacity of all staff to provide effective teaching and learning through Inquiry
		3.1 Support students with learning needs	Provide an intervention program for Maths in the lower grades
			Investigate programs to add to our extension programs
	4.2 Continue to evaluate and build consistency of transitions and pathways into through and beyond the school	Improve transition between key levels e.g. P/1, 2/3 and 4/5	
		Look at further ways to deepen cross grade learning to enhance student engagement	
		Expand effective teacher handover of students between grades at the end of the year for the following year	
	3.2 Maximize the potential of ICT to improve learning and connect students and staff to other school communities and global learning opportunities	Development of ICT curriculum in line with PYP framework	
		Develop ICT links with sister school in China	
	Year 2	3.1 & 3.3 Develop a framework that embeds inquiry into curriculum planning, connecting learning to the world.	Evidence of inquiry embedded in units of work, explicitly connecting student learning to the world.
		3.1 & 3.3 Continue to refine curriculum planning, connecting learning to the world.	Links made with a Sister school in China.
			Investigate possibility of a student study tour to China
			Continue to build and deepen the capacity of all staff to provide effective teaching and learning through Inquiry
		3.1 Support students with learning needs	Investigate programs to add to our remedial and extension programs.
			Continue to review classroom pedagogy in all curriculum areas
	Year 3	3.1 & 3.3 Develop a framework that embeds inquiry into curriculum planning, connecting learning to the world.	Evidence of inquiry embedded in units of work, explicitly connecting student learning to the world.
3.1 & 3.3 Continue to refine curriculum planning, connecting learning to the world.		Links made with a Sister school in China.	
		Continue to build and deepen the capacity of all staff to provide effective teaching and learning through Inquiry	
3.1 Support students with learning needs		Investigate programs to add to our remedial and extension programs	
		Continue to review classroom pedagogy in all curriculum areas	

	Year 4	4.2 Continue to evaluate and build consistency of transitions and pathways into through and beyond the school.	Review current practices and investigate possible improvements.
<b>Wellbeing</b>	Year 1	4.1 Continue to embed Kids Matter – use as an audit tool to evaluate other Engagement and Wellbeing programs	Identify areas of need in our Wellbeing programs
		4.2 Re-visit the school code of conduct with current students - Link to PYP essential agreements	Link PYP curriculum to our wellbeing programs and policy
		4.2 Maximize the potential of ICT to improve learning and connect students and staff to other school communities and global learning opportunities	Begin to implement Compass Behaviour Management program throughout the school
	Year 2	4.1 Continue to embed Kids Matter – use as an audit tool to evaluate our well-being programs	Refine and develop an induction plan for new staff on school protocols and practices - upskill in school programs
		4.2 Revisit behaviour management policy – evaluate school agreements and communicate to the school community	Continue to implement Compass Behaviour Management program throughout the school
	Year 3	4.2 Revisit behaviour management policy – evaluate school agreements and communicate to the school community	Continue to implement Compass Behaviour Management program throughout the school
	Year 4	4.2 Review behaviour management policy	Review Compass and how it is being used and implemented throughout the school
<b>Productivity</b>	Year 1	5.1 Examine current class, teaching and leadership structures to ensure a sustainable and equitable plan for the future which supports the philosophy of the school and includes opportunity for professional growth and succession planning.	Provide relevant leadership PL for teachers to ensure consistency of pedagogy - Investigate Bastow course.  Develop staffing protocols around staff movement between levels.
		5.4 Establish a school facilities master plan to ensure appropriate infrastructure supports implementation of the school's programs and policies.	Completion of GATE 2 DET document. Completion of 'shovel ready' plans before May budget. Meeting with Minister Merlino.
		5.1 Ensure the appointment of staff that can meet the vision of the school, who are reflective and work collaboratively in teams	Develop a Staff Profile document that articulates the characteristics of a Parkhill staff member
		5.4 Update ICT infrastructure and hardware as needed	Development of an ICT plan and strategic overview
		5.1 Continue to build and deepen the capacity of all leaders and teachers in effective teaching and learning through distributive leadership	Allocate resources to build staff capacity and distributive leadership
		5.2 Expand an agreed approach to track student learning in a systematic way – online tool	Implement Compass Online reporting program throughout the school

	Year 2	5.2 Update ICT infrastructure and hardware as needed	Develop ICT plan
		5.2 Develop an open line of communication between parents and the school to promote the school in our community.	Promotional materials and opportunities to celebrate success will be provided through newsletters, assembly presentations, publications, brochures, electronic communication to engage the community.  Allocate funding through the School's resource package - budget
	Year 3	5.2 Continue to develop an open line of communication between parents and the school to promote the school in our community.	Promotional materials and opportunities to celebrate success will be provided through newsletters, assembly presentations, publications, brochures, electronic communication to engage the community.  Allocate funding through the School's resource package - budget
	Year 4	5.1 Strengthen the school's professional learning program through using the School Improvement Team (Leadership) to focus on the Strategic Plan	Promotion of a shared internal accountability by all staff for the development of high quality, rigorous performance and development processes.
		5.3 Build high quality teacher practice through collaborative teamwork, peer observations, effective feedback and shared professional learning.	Strategic placement of staff into key roles and teams to support the school's directions.  Teachers participate in regular peer observations, using templates and participating in professional dialogue (evidence in PDP documents)