

# School Strategic Plan 2019-2023

Parkhill Primary School (5416)



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<p><b>School vision</b></p>	<p>Parkhill Primary School Community Essential Agreement</p> <p>We care for ourselves, each other and our environment.          We show respect by speaking with kindness and listening to understand.          We value learning time.          We show unity by helping each other and ourselves.          We are honest and take responsibility for our actions.          We are persistent and have high expectations.          We strive to be positive role models.</p> <p>United through learning, we nurture success</p>
<p><b>School values</b></p>	<p>Parkhill Primary School Community Essential Agreement is underpinned by the following beliefs:</p> <p>Better outcomes when students are engaged and connected          Building relationships is a skill that is taught          Building relationships to reduce bullying          Schools DO make a difference e.g. via relationships with teachers and peers          Connected kids experience lower stress, truancy, suicidal behaviour, violence, substance use and later sexual activity          Connectedness and learning begin with relationships</p> <p>The values of persistence, unity, honesty, care and respect are evident across all aspects of the school community</p>
<p><b>Context challenges</b></p>	<p>Parkhill Primary School is situated in Ashwood, approximately 15 kilometres east of the Melbourne Central Business District. The school was established in 1994 as the result of a three school amalgamation. In addition to the core teaching spaces and general classrooms, a Building the Education Revolution (BER) Federal Government package enabled the school to build a Performing Arts centre, a Science/Kitchen Classroom and maximise other teaching and learning spaces. These facilities are complemented by a library, art room with access to an outside courtyard, and the development going forward of a full sized basketball stadium (due for completion in 2021). The school established grounds constitute garden, student and community artwork, a large oval, a soccer ground, various shaded play areas and covered walk-ways between classrooms.</p>

Current enrolments at Parkhill are 290 at the end of 2019 going into 2020 at 272. The Student Family Occupation Education (SFOE) index was 0.2389 in 2019. Parkhill's 2019 school staffing profile comprises 15.7 full time equivalent (FTE) teaching staff and 7.2 FTE education support staff. This included a Principal and one Assistant Principal position. Parkhill is a community focused school that embraces all members of our community. We have a commitment to maintain our enrolment of around 300 students to ensure that each student and their families are known by staff. The individual needs, personal interests and unique characteristics of our students are known and supported by staff and enriched in a safe and positive learning environment. We provide for our students a broad and engaging inquiry-based curriculum that is personalised to meet the needs of each student.

The school's curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum. We also run a specialist program including the areas of Visual and Performing Arts, Chinese Mandarin, Physical Education and Garden classes; with a focus on inquiry and STEAM domains. The school offers a range of indoor and outdoor play areas and provides lunch time activities and clubs. Our philosophy around learning and teaching is based on the understanding that students learn best by being engaged and active in their learning. Through the implementation of best practice approaches, high impact improvements and teaching strategies and engagement with the Framework for Improving Student Outcomes, our teachers aim to create experiences that inspire students to learn and to continually challenge their creative and critical thinking skills.

Our commitment to the pastoral care and mental health of our students is supported with a range of programs that support the emotional needs of our students. Programs such as our SEL whole school focus, buddies, Chaplaincy, supported playtime clubs, young leaders, mentor programs, Inter House activities and more.

We are proud of our school and our strong community culture, which is best summarised by the School Oath:

I will try to do my best in everything I do

I will respect parents, students and teachers

I will obey the laws and do my best to make the world a better place

I am proud to be an Australian

I am proud to be a student at Parkhill Primary School

This, together with our School values of care, respect, honesty, persistence and unity, lay the foundations for developing knowledgeable, well balanced and confident young citizens.

The key challenges that have unfolded throughout the review process include developing stable consistent lines of communication, staffing and class models that are supported by our enrolments and budget; whole school buy in with key changes and initiatives, excellence in learning and

	teaching, developing a whole school model of high expectations, consistent practices and using data effectively to ensure the needs of all children are met.
<b>Intent, rationale and focus</b>	<p>What will we strive to achieve:</p> <ul style="list-style-type: none"> <li>• high quality educational outcomes for all students with a particular focus on literacy and numeracy</li> <li>• students who: <ul style="list-style-type: none"> <li>* are inquiring learners</li> <li>* display critical and creative thinking skills</li> <li>* are respectful and resilient</li> <li>* exhibit behaviours and attitudes that reflect the school values</li> </ul> </li> <li>• differentiated teaching and learning</li> <li>• use of formative assessment</li> <li>• instructional leadership that supports and guides improvement in teacher practice and student outcomes</li> <li>• student voice, agency and leadership</li> <li>• embedding the school values</li> <li>• school-parent/carer partnerships and communication</li> </ul> <p>Why are these things important:</p> <p>Parkhill Primary School’s objective is to develop students into well-rounded individuals: to become inquirers, knowledgeable, thinkers, balanced, principled, open-minded, caring, risk takers, reflective as well as strong communicators.</p> <p>Through working as a united learning community, our purpose is to produce optimistic, resilient lifelong learners with skills for future success. Our data sets raise concerns and show deficit in the areas of writing, numeracy, the need for critical thinking and resilience.</p> <p>Working toward embedding strategy around improved student voice and agency, data informed practices and differentiated teaching and learning will help us improve student outcomes.</p> <p>Our priority areas are in writing, numeracy and communication</p>

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<b>Goal 1</b>	To achieve high-quality educational outcomes and learning progress for all students with a focus on literacy and numeracy.
<b>Target 1.1</b>	<p>By 2023, increase the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 above the age expected VC Level of learning in the:</p> <ul style="list-style-type: none"> <li>● English Language Mode of Writing, from a 2016-18 average of 22 per cent to 32 per cent</li> <li>● Mathematics Strand of Number and Algebra, from a 2016-18 average of 35 per cent to 45 per cent.</li> </ul>
<b>Target 1.2</b>	By 2023, the percentage of Year 5 students assessed as making at or above benchmark learning gain in NAPLAN Writing and Numeracy will be equal to or greater than 90 per cent. (64.5% Writing 2019 and 93.6% Numeracy 2019)
<b>Target 1.3</b>	<p>By 2023, increase the percentage of Year 5 students in the top two NAP Bands:</p> <ul style="list-style-type: none"> <li>● Writing, from a 2017-19 average of 13 per cent to 30 per cent</li> <li>● Numeracy, from a 2017-19 average of 46 per cent to 50 per cent.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Continue to build school and teacher capability to use evidence and assessment of student learning to differentiate teaching and learning.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Develop teacher knowledge and skills to consistently embed the Parkhill instructional model (including the role for student agency).

<b>Key Improvement Strategy 1.c</b> Instructional and shared leadership	Continue to build middle level instructional leadership capability that supports and guides improvement in teacher practice and student outcomes.
<b>Goal 2</b>	To empower all students to be engaged and inquiring learners who display critical and creative thinking skills.
<b>Target 2.1</b>	<p>By 2023, increase the percentage of Year 4-6 students responding positively to measures contained in the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>● Learner Characteristics and Disposition domain, Motivation and interest item—<i>I am learning things that really interest me</i>—from 68 per cent in 2019 to 75 per cent</li> <li>● Social engagement domain, Student voice and agency factor, from 63 per cent in 2019 to 75 per cent.</li> </ul>
<b>Target 2.2</b>	<p>Baseline 2019 percentages: Y2 86%, Y4 94% and Y6 67%</p> <p>By 2023, ninety-per cent of Year 2, 4 and 6 students* assessed against the Victorian Curriculum Levels F-10 to be at or above the expected achievement standards as described in the Victorian Curriculum <a href="#">Critical and Creative Thinking Scope and Sequence</a> Strands of:</p> <ul style="list-style-type: none"> <li>● Questions and Possibilities</li> <li>● Reasoning</li> <li>● Meta-Cognition</li> </ul> <p>(*Year 2 students at or above Level 2 achievement standards, Year 4 students at or above Level 4 achievement standards, Year 6 students at or above Level 6 achievement standards)</p>
<b>Key Improvement Strategy 2.a</b>	Build understanding in the school community to embed student voice, agency and leadership.

Empowering students and building school pride	
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Continue to build school and teacher capability to assess critical and creative thinking skills.
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Continue to provide leadership that supports the development of student voice, agency and leadership.
<b>Goal 3</b>	To develop respectful and resilient students who display behaviours and attitudes that reflect the school values.
<b>Target 3.1</b>	<p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Resilient Youth Resilience Survey will be at or above 70 per cent:</p> <p>2019 baseline results were as follows -</p> <ul style="list-style-type: none"> <li>● Healthy mind - feeling nervous, anxious, or on on edge: Y4 F 65% M 93%, Y5 F 83% M 88%, Y6 F 79% M 74%</li> <li>● Healthy mind - avoid thinking or doing anything about problems: Y4 F 65% M 61%, Y5 F 42% M 88%, Y6 F 64% M 70%</li> <li>● Understanding self - can talk about things if they upset me: Y4 F 48% M 54%, Y5 F 50% M 65%, Y6 F 70% M 70%</li> </ul> <p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85 per cent:</p> <ul style="list-style-type: none"> <li>● Effective teaching practice for cognitive engagement domain—Classroom behaviour, from 71 per cent in 2019 to 85 per cent</li> <li>● Learner characteristics and disposition domain—Resilience, from 72 per cent in 2019 to 85 per cent</li> <li>● Student Safety domain—Respect for diversity, from 72 per cent in 2019 to 85 per cent</li> </ul>

<p><b>Target 3.2</b></p>	<p>By 2023, increase the percentage of parents responding positively to measures contained in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>● Safety domain—promoting positive behaviour, from 77 per cent in 2019 to 85 per cent</li> <li>● Parent-community engagement domain— teacher communication, from 63 per cent in 2019 to 75 per cent school communication, from 77 per cent in 2019 to 85 per cent</li> <li>● School ethos and environment domain—school pride and confidence, from 60 per cent in 2019 to 75 per cent.</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Vision, values and culture</p>	<p>Develop a consistent approach to implementing and embedding the school values.</p>
<p><b>Key Improvement Strategy 3.b</b> Parents and carers as partners</p>	<p>Enhance school-parent/carers partnerships and communication to support children's progress and learning</p>