

School Strategic Plan 2018-2022

Panmure Primary School (1079)

Panmure
Primary School



Respect, Care, Honesty & Teamwork

Submitted for review by Mark Antonio (School Principal) on 09 August, 2019 at 12:26 PM

Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 25 November, 2019 at 03:04 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2018-2022

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School vision	<p>Our vision is for Panmure Primary School to be seen as a valued and respected establishment in the local community. It's an inviting place where students receive a quality education. We take pride in nurturing close relationships with students, parents, family and teachers. We enjoy working together to build strong partnerships with the wider community. Students, staff and parents are viewed as respectful, caring, cooperative, productive community members who contribute positively to and take pride in being an integral part of the local, rural community. It's a school that parents want their children to attend, and one of which students are proud, enthusiastic and happy to belong.</p> <p>Panmure Primary School is dedicated to providing our students with a quality education that caters for individual differences and enables all students to attain their full potential. The development of leadership skills and a strong sense of community are promoted at our school through our students' active involvement in school activities and events within the wider community.</p>
School values	<p>Respect Care Honesty Teamwork The 5 Keys to School Success (Organisation, Resilience, Getting Along, Persistence and Confidence).</p> <p>Using our values and the 5 Keys our goal is to ensure our students' feel safe, enthusiastic, valued and respected.</p> <p>Our students are friendly, caring and respectful and enjoy learning and coming to school. They display initiative, leadership and provide a supportive environment where individual students feel safe and confident to learn both individually and as part of a team. Our enthusiastic, supportive, caring staff members are dedicated to ensuring each student is provided with an individualised program, which meets their needs and enables them to progress and grow academically, personally and socially, at their own rate. Students achieving their full potential as well as their safety, well-being and welfare are always paramount in our staff's endeavours.</p>
Context challenges	<p>Our major challenge is our decreasing enrolments due to a number of factors. Not having a dedicated feeder kindergarten, transient families, decreasing younger population in our town and low students numbers make it difficult to attract new families to the school. We have excellent support from current families, have worked hard to raise our profile in the community and we have established stronger connections with kindergartens in our surrounding districts. We also have a significant number of students who have</p>

	<p>experienced one form or another of trauma during their lives and we are currently working in a Community of Practice to draft a Wellbeing and Inclusion Plan for small schools which caters for the wellbeing of students, staff, parents and care givers. Another challenge is small staff numbers create workload issues, as mandatory tasks and requirements are distributed between a limited number of teachers. This impacts on staff morale and well-being, and also makes it impossible to dedicate the time necessary to complete tasks to the high standards we are working towards achieving. We also have initiatives and quality programs, our school has prioritised, that we are focussed on implementing in order to maximise student outcomes and ensure the inclusion, health and well-being of students, staff, parents and other members of our school community.</p>
<p>Intent, rationale and focus</p>	<p>We are trying to increase our enrolments and promote our school within the local and wider community. We are also developing an approach and devising a plan to ensure the inclusion, health and well-being of all members of our school community. Improving student outcomes, as always, will be a major focus for the duration of this strategic plan.</p> <p>The rationale behind Goal Number 1 was that the Review Panel identified writing as an area for improvement with the National Assessment Program–Literacy and Numeracy (NAPLAN) writing results showing that over the life of the last SSP no students in Year 5 were in the top 2 bands. In 2019, we were also accepted into DET's Primary Mathematics Science Specialist (PMSS) initiative with two other schools and as part of that community of practice our schools agreed to develop a whole school numeracy planner and instructional model. The Panel agreed that when setting targets for small student numbers around literacy and numeracy that these should be based on a three year mean, for an accurate analysis of progress.</p> <p>To work towards achieving Goal Number 1, we will timetable regular PLCs with the other two schools in our CoP. In 2018, we developed an agreed instructional model for literacy, based on our learning from PALLs, Big Write, Spells Write and professional learning. We will use this model, moderation of student writing, targeted professional learning and HITS to improve student learning outcomes in Writing. We will use our instructional model for literacy and on our learning from the PMSS initiative to develop an instructional model for numeracy. We will develop teacher capacity to interrogate student data in mathematics and writing, in more depth, to identify specific student learning goals.</p> <p>Our PLC team through ongoing conversations and class observations will focus on and build capacity in the following areas:</p> <ul style="list-style-type: none"> · Quality data/assessment, including VCOP Writing Criteria and On Demand Numeracy, to inform teacher planning and practice (not just NAPLAN data) · Learning sequencing (mapping) with an aim to build teacher knowledge and capacity to teach writing and numeracy at point of need · Quality Tasks that build – writing skills and competencies and number Fluency and automaticity · Maths Proficiencies the how and why · HITS, the Literacy Teaching Toolkit and the Numeracy Guide · Interventions that work · Feedback that informs teacher planning and practice

The work in our PLCs will drive and support identified PL focuses. We will use our learning from the PMSS initiative and work with experts including George Booker to develop our numeracy program. In school consultancy will be needs based and at point of teacher learning. Our CoP will develop a cross school Professional Learning approach.

The rationale behind our second goal was that as a school we had identified student voice and agency as a priority area, prior to conducting our self-evaluation. During our review panel's fieldwork, student focus groups highlighted that students could not articulate the language around their learning and learning goals. The Panel agreed that there was verbal feedback to students however, student learning goals were not visible and not consistently used in the classroom. The AToSS for Student Voice and Agency positive responses at 56 per cent confirmed that this was an area for further improvement.

To work towards achieving Goal Number 2, in our PLCs we will identify opportunities to develop student voice and agency and develop a consistent model for amplifying student voice and agency in their learning and in the wider school community. We will develop and formalise processes that ensure teachers consistently provide students with effective behaviour specific feedback. We will also refine our students' abilities to formulate goals based on where they are at, using learning intentions, success criteria, rubrics and teacher feedback. Developing their ability to design their own learning goals based on identified strengths and areas for improvement will also be a focus. Developing our students' ability to identify obstacles to achieving their goals and to formulate plans to overcome these obstacles will be an extension of our work in developing student agency.

Developing our students' ability to effectively perform self assessments and peer assessments will be an integral part of our work. As will providing students with peer learning opportunities through which they can become mentors of other students.

Further work with SW Llen, Cudgee PS and Nullawarre and District PS on our Community of Practice to draft a Wellbeing and Inclusion Plan for small schools which caters for the wellbeing of students, staff, parents and care givers, will also form part of our strategy to improve student voice and agency.

Other strategies we will employ to develop student voice include providing opportunities for students to give feedback to peers and teachers and use the student feedback to diagnose issues and inform practice improvement. We will also explicitly teach collaborative learning skills where students actively participate in negotiating roles, responsibilities and outcomes, and design learning activities which incorporate student interests and extend learning beyond the school.

Student agency will be promoted through the school by adopting project-based learning strategies that support students to explore real world topics. Developing student leadership skills in all students, and working with a variety of stakeholders and partners to provide opportunities for students to practise these skills will be another focus in providing opportunities for students to develop their voice and agency. Continuing to share resources and participate in joint educational activities including student leaders' projects, with Cudgee Primary School and other cluster schools, will be an important component in improving student voice and agency.

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Goal 1	Improve the Numeracy and Literacy (writing) outcomes of all students															
Target 1.1	<p>By 2022 the three year mean for teacher judgement at or above, using triangulated data and norm assessment in reading, writing and numeracy, will be at or above:</p> <table border="1" data-bbox="667 555 1200 863"> <thead> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>At or above</td> <td>3 year mean</td> <td>Target</td> </tr> <tr> <td>Reading & viewing</td> <td>93%</td> <td>95%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>90%</td> </tr> <tr> <td>Numeracy</td> <td>87%</td> <td>90%</td> </tr> </tbody> </table>		2018	2022	At or above	3 year mean	Target	Reading & viewing	93%	95%	Writing	78%	90%	Numeracy	87%	90%
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Target 1.2	<p>By 2022 the three year mean for the percentage of students in the top 2 bands for NAPLAN numeracy, reading and writing will be at or above:</p> <table border="1" data-bbox="667 1121 1200 1337"> <thead> <tr> <th>Top 2 Bands</th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3 year mean</td> <td>Target</td> </tr> <tr> <td>Year 3</td> <td>81%</td> <td>85%</td> </tr> <tr> <td>Year 5</td> <td>42%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td></td> <td></td> </tr> </tbody> </table>	Top 2 Bands	2018	2022	Reading	3 year mean	Target	Year 3	81%	85%	Year 5	42%	60%	Writing		
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Target 1.3	<p>By 2022 the three year mean for high NAPLAN relative growth for numeracy, writing and reading will be at or above:</p> <p>NAPLAN Relative Growth Numeracy</p> <table border="1"> <thead> <tr> <th>Year 3-5</th> <th>3 year mean</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>28%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>20%</td> </tr> <tr> <td>Reading</td> <td>44%</td> <td>50%</td> </tr> </tbody> </table>	Year 3-5	3 year mean	Target	Numeracy	28%	30%	Writing	11%	20%	Reading	44%	50%			
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Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Consistently develop and implement an Instructional Model through development of a Professional Learning Community incorporating high impact teaching strategies															
Key Improvement Strategy 1.b Building practice excellence	Strengthen the use of the Professional Learning Community (PLC) framework to identify and track the student's point of learning															
Goal 2	To improve student voice, agency and leadership.															
Target 2.1	<p>By 2022 the following factors on the AToSS will have a positive response at or above:</p> <ul style="list-style-type: none"> • Differentiated Learning Challenge: to be maintained at or above 93%. • Self-Regulation and Goal Setting: 89% to 94%. • Stimulating Learning: 72% to 77%. 															

	<ul style="list-style-type: none"> • Student Voice and Agency 56% to 70%.
Target 2.2	By 2022 to reduce the three year average attendance from 15.8 to 14.8
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	To develop and implement a process for students and teachers to amplify student learning and to monitor achievement towards their goals.
Key Improvement Strategy 2.b Empowering students and building school pride	Through the PLC process develop a consistent model for amplifying student voice and agency in their learning.
Key Improvement Strategy 2.c Empowering students and building school pride	Strengthen the local opportunities provided to amplify voice, agency and leadership