

School Strategic Plan 2021-2025

Park Ridge Primary School (5281)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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School vision	<p>The Park Ridge Primary School vision describes the aspirations of our school community. Our school vision is:</p> <p>Preparing our students to develop the knowledge and skills that will help them become life-long learners who are successful and happy individuals who participate fully in and contribute to our community and the world around us.</p>
School values	<p>Park Ridge Primary School community's vision is underpinned by values that represent the guiding principles and beliefs of our school community. Our school values are:</p> <ul style="list-style-type: none">• Respect – accept, value and appreciate others and our differences and treat others the way you would like to be treated• Resilience – being able to control your emotions, overcome challenges and believe in your ability to achieve• Positivity - developing a growth mindset, being grateful and putting your best effort into everything you do• Integrity – always do the right thing, own your mistakes, be honest and make good choices• High Expectations – encouraging and supporting all members of our school community to strive for excellence <p>The school acknowledges and supports the Department of Education and Training's (DET) values which guide the actions we take, the decisions we make and the interactions we have with each other, children, young people and families. The DET values are:</p> <ul style="list-style-type: none">• Responsiveness – we respond in a timely way with our best work• Integrity – we are honest, ethical and transparent• Impartiality - we behave in the best interests of the public by making fair and objective decisions• Accountability - we hold ourselves and others to account for the work that we do• Respect – we value others and accept their differences• Leadership - we are genuine, supportive and do the right thing• Human Rights - we uphold and respect the rights of others
Context challenges	<p>Context:</p> <p>Park Ridge Primary School is located in the south-eastern suburb of Rowville, approximately 27 kilometres from Melbourne's Central Business District. The school was founded in 1990.</p> <p>School facilities consist of an administration area housing reception, staffroom and offices, permanent and portable classrooms, art room, gymnasium, library, intervention and music room. The school's multi-purpose centre hosts assemblies, incursions, specialist</p>

	<p>classes and accommodates an accredited out of school hours care program. Grounds include all-weather surfaced playing areas, grassed oval, fitness track and two playgrounds for student recreational and sporting activities.</p> <p>Following our School-Self Evaluation and School Review process in 2021, several contextual focus areas were identified and will become the focus for our 2021-2026 SSP.</p> <p>They are:</p> <ul style="list-style-type: none"> - Increasing pedagogical consistency school-wide - Embedding PLC approach to teams within the school - Increase data literacy confidence to support differentiation and small group instruction. <p>The panel proposed that this could be achieved by building teacher capacity to identify and teach to each student's individual point of learning. The panel view was that continued improvements to student learning would also be achieved through an increase in the consistency of instructional practices across the school. Strategies would achieve school improvement in the priority of Excellence in teaching and learning, and the initiatives of Build practice excellence and Curriculum planning and assessment.</p>
<p>Intent, rationale and focus</p>	<p>The goal to improve literacy and numeracy outcomes for all students, is based on the theory of action that when student achievement data is generated, analysed and used to inform the design of targeted learning opportunities, student learning growth will be maximised. The diagnosis of issues requiring increase focus, identified the following core areas for this goal throughout the 4 years of the Strategic Plan:</p> <ul style="list-style-type: none"> • consistent whole school instructional models for literacy and numeracy • deepen teachers' curriculum and assessment knowledge and understanding of learning as a continuum • learning is planned in response to assessment data • increase consistency in assessment practices • understand and use student assessment data to drive teaching • cater for individual learning needs of all students • identify and teach to student individual point of learning need <p>The goal to create empowered and curious learners who are actively engaged in and connected to their learning, is based on the theory of action that when students are empowered to be active learners, their engagement with learning will increase. When engagement increases, student achievement and learning outcomes will also be maximised. Strengthening student voice and agency through strategies such as feedback will empower students to develop challenging learning goals. The diagnosis of issues requiring increased focus, identified the following core areas for this goal throughout the 4 years of the Strategic Plan:</p> <ul style="list-style-type: none"> • greater challenge in student learning • greater support for students • provide scaffolding for students to assess their own work, solve their own problems • greater feedback to students

- students take shared responsibility for their learning through feedback & reflection
- promote student drive, motivation, confidence for learning
- enable student voice and agency

The final goal, to enhance student emotional and social wellbeing, was identified so there is a continued focus in the new School Strategic Plan on student health and wellbeing, particularly as students return to school from lengthy periods of remote learning. It is believe, through establishing success in both goal 1 and 2, goal 3 will be achieved.

By further developing staff capabilities with high-impact teaching strategies, evaluation of impact on learning and collaborative practice across all levels through a PLC approach, also supported by the implementation of consistent documentation and processes, student outcomes will improve. Furthermore, by developing and embedding a greater understanding and implementation of empowering students as self-regulated learners, then student participation as active learners and learning outcomes will improve.

This work will be strategically sequenced over a four-year period, with the school community engaged at key touch points.

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Goal 1	To improve literacy and numeracy outcomes for all students.
Target 1.1	By 2025, increase the percentage of Year 3 students assessed in the top proficiency level (Exceeding) NAPLAN for: <ul style="list-style-type: none">• Writing from 14% in 2023 to 17%• Numeracy from 24% in 2023 to 27%• Reading from 32% in 2023 to 35%
Target 1.2	By 2025, increase the percentage of Year 5 students assessed in the top proficiency level (Exceeding) NAPLAN for: <ul style="list-style-type: none">• Writing from 13% in 2023 to 17%• Numeracy from 16% in 2023 to 20%• Reading from 24% in 2023 to 30%
Target 1.3	By 2025, increase the percentage of Year 5 students achieving at or above NAPLAN benchmark growth for: <ul style="list-style-type: none">• Reading from 76 per cent in 2021 to 80 per cent• Writing from 80 per cent in 2021 to 85 per cent• Spelling from 67 per cent in 2021 to 71 per cent

	<i>To be confirmed</i>
Target 1.4	<p>By 2025, increase the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above expected age level, for:</p> <ul style="list-style-type: none"> • Reading and Viewing from 35 per cent in 2020 to 45 per cent • Writing from 16 per cent in 2020 to 25 per cent • Number and Algebra from 33 per cent in 2020 to 45 per cent • Statistics and Probability from 22 per cent in 2020 to 34 per cent
Target 1.5	By 2025, increase the percentage of positive endorsement to the School Staff Survey (SSS) for Understand how to analyse data from 79 per cent in 2020 to 85 per cent.
Target 1.6	By 2025, increase the percentage of positive endorsement to the School Staff Survey (SSS) for Teacher collaboration from 63 per cent in 2020 to 80 per cent.
Key Improvement Strategy 1.a Building practice excellence	Enhance teacher practice through the implementation of Professional Learning Communities.
Key Improvement Strategy 1.b Building practice excellence	Embed a consistently applied Instructional model across the school.

Key Improvement Strategy 1.c Curriculum planning and assessment	Ensure consistent assessment practices and processes to analyse and use data frequently to inform teaching and learning and decision-making.
Goal 2	To create empowered and curious learners who are actively engaged in and connected to their learning.
Target 2.1	By 2025, increase the percentage of positive endorsement to the Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none"> • Student voice and agency from 77 per cent in 2021 to 82 per cent • School connectedness from 85 per cent in 2021 to 89 per cent
Target 2.2	By 2025, increase the percentage of positive endorsement to the Attitudes to School Survey (AtoSS) for Self-regulation and goal setting from 88 per cent in 2021 to 92 per cent.
Target 2.3	By 2025, increase the percentage of positive endorsement to the Parent Opinion Survey (POS) for Student agency and voice from 77 per cent in 2020 to 81 per cent.
Target 2.4	By 2025, increase the percentage of positive endorsement to the Parent Opinion Survey (POS) for Student motivation and support from 77 per cent in 2020 to 81 per cent.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop staff capacity to activate student voice and agency in classroom learning experiences.
Key Improvement Strategy 2.b	Establish a culture where teachers routinely invite, collect and use student feedback to improve instruction.

Evaluating impact on learning	
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Develop a whole school approach to student goal setting.
Goal 3	To enhance student emotional and social wellbeing.
Target 3.1	By 2025, increase the percentage of positive endorsement to the Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none"> • Resilience from 89 per cent in 2019 to 93 • Perseverance from 83 per cent in 2021 to 87
Target 3.2	By 2025, increase the percentage of positive endorsement to the Attitudes to School Survey (AtoSS) for Emotional awareness and regulation factor from 80 per cent in 2019 to 85 per cent.
Target 3.3	By 2025, increase the percentage of positive endorsement to the Parent Opinion Survey (POS) for Confidence and resiliency skills from 84 per cent in 2020 to 90 per cent.
Target 3.4	By 2025, increase the percentage of positive endorsement to the Parent Opinion Survey (POS) factors: <ul style="list-style-type: none"> • Promoting positive behaviour from 89 per cent in 2020 to 93 per cent • Respect for diversity from 86 per cent in 2020 to 90 per cent

Key Improvement Strategy 3.a Health and wellbeing	Embed a whole school approach to supporting students' mental health.
Key Improvement Strategy 3.b Health and wellbeing	Further embed the respectful relationships curriculum.

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