**School Strategic Plan 2018-2022**

Powlett River Primary School (5423)

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Submitted for review by Justin Curry (School Principal) on 30 November, 2018 at 11:32 AM  
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 12 December, 2018 at 12:51 PM  
Awaiting endorsement by School Council President

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| School vision | Our mission is to promote excellence so that teachers and school leaders have the maximum impact on student learning. |
| School values | Personal growth – we believe in developing - happiness, health and wellbeing, self-reliance, independence, self-esteem, organisation, motivation, responsibility and resilience.  A safe environment – we believe in caring for the physical environment – encompassing school, community and the global environment with a focus on personal safety, emotional wellbeing and sustainability.  Building relationships – we believe in fostering community, cooperation, acceptance, tolerance, respect for others, trust and communication.  Learning – we believe that every student should experience success, challenge, commitment, perseverance, accountability, engagement, creativity, and individuality. |
| Context challenges | Location and history Powlett River Primary School is located in the rural hamlet of Dalyston, seven kilometres from the South Gippsland town of Wonthaggi. The school was formed from the merger of two schools, Dudley Primary School and Dalyston Primary School in 1996.   School facilities School facilities include the century old original building, a collection of buildings relocated from the previous school site and a BER building which houses the main teaching spaces. The school has a large outdoor area including play equipment and grassed areas.  Enrolments At the time of the review there were 41 students enrolled at the school. Enrolment has fluctuated between the mid-thirties to mid-forties during the period of the SSP. An increase in enrolments is anticipated as a new housing development is established close to the school.  SFO and SFOE In the most recently available data, the Student Family Occupation Index was 0.63 and the Student Family Occupation and Education index was 0.55.    Staff profile The staffing profile at Powlett River PS includes a teaching Principal, 2.5 full-time equivalent (FTE) classroom teachers, part-time teachers for Music and Science, Technology, Engineering and Mathematics (STEM), 1.2 FTE Education Support staff and access to the MARC library van. Curriculum The school provides a curriculum aligned with the Victorian curriculum with a focus on literacy and numeracy. Students are involved in weekly lessons in Music, STEM and Art.  Additional information The school offers a breakfast program for students on two mornings each week. A weekly activity session for pre-school children is well established at the school. The MARC library van is stationed at the school. |
| Intent, rationale and focus | The School Review Panel recommends the following key directions for the next School Strategic Plan:  • Literacy, Numeracy and Science, Technology, Engineering and Mathematics (STEM).  • Agreed instructional/pedagogical model embedded across the school.  • Student voice, agency and leadership.  • Guaranteed and viable curriculum across all domains.  Goal 1 Intent: To improve student learning outcomes in Literacy, Numeracy and STEM. Rationale: NAPLAN data and teacher judgement data showed inconsistencies in assessments and in student progress. The panel considered it important to maintain a focus on student learning outcomes in core curriculum areas. Focus: Collaboratively develop and embed the PRPS pedagogical model for teaching and learning. Develop an assessment schedule, including the use of a range of assessment tools in order to triangulate student achievement data in literacy, numeracy and STEM.  Develop and document a whole school scope and sequence for the STEM curriculum across the school.  Goal 2 Intent: To improve student engagement in learning. Rationale: Student engagement, including student voice, agency and leadership was identified through the review process as an area for future focus. Outcomes for related items on the Attitudes to School survey(ATSS) were low when compared to Victorian Primary schools. Focus: Develop the capacity of staff to enable students to explore, manage and monitor their own learning. Increase staff understanding of and inclusion of the High Impact Teaching Strategies in their teaching practice.  Goal 3: Intent: To raise the profile of the school within the community and the district in order to improve outcomes for students. Rationale: It became evident throughout the review that the school is not known and is not ‘visible’ within the local area. The panel agreed that by raising the profile the school will attract additional enrolments and this will lead to greater flexibility. Focus: Adopt a range of measures to raise the profile of the school within the wider community in order to improve enrolments and ensure a guaranteed and viable curriculum. Expand the work of the Community of Practice to include shared learning experiences for students at all levels across the member schools. |

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| Goal 1 | To improve student learning outcomes in Literacy, Numeracy and STEM. |
| Target 1.1 | Each student to achieve 12 months learning growth in a school year – using baseline data from December 2018 and tracking using established methodology. |
| Target 1.2 | At least 85 per cent of Year 5 students achieve medium or high growth on NAPLAN relative growth data for Writing. |
| Target 1.3 | At least 85 per cent of Year 5 students achieve medium or high growth on NAPLAN relative growth    data for Numeracy. |
| Target 1.4 | Each student to make 12 months growth each year in STEM. |
| Key Improvement Strategy 1.a Instructional and shared leadership | Collaboratively develop and embed the PRPS pedagogical model for teaching and learning. |
| Key Improvement Strategy 1.b Evaluating impact on learning | Develop an assessment schedule, including the use of a range of assessment tools in order to triangulate student achievement data in literacy, numeracy and STEM. |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Develop and document a whole school scope and sequence for the STEM curriculum across the school. |
| Goal 2 | To improve student engagement in learning. |
| Target 2.1 | The ATSS to show at least 80 per cent of students have a positive response to the survey item ‘Stimulated Learning’. |
| Target 2.2 | The ATSS to show at least 90 per cent of students have a positive response to the survey item ‘Student voice and agency’. |
| Key Improvement Strategy 2.a Empowering students and building school pride | Develop the capacity of staff to enable students to explore, manage and monitor their own learning. |
| Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies | Increase staff understanding of and inclusion of the High Impact Teaching Strategies in their teaching practice. |
| Goal 3 | To raise the profile of the school within the community and the district in order to improve outcomes for students. |
| Target 3.1 | Using the Parent Opinion survey – the item ‘School Pride and Confidence’ to be at least at 85 per cent positive responses. |
| Target 3.2 | Using the Staff Opinion survey- the item ‘Parent and Community Involvement’ to be at least at 80 per cent positive responses. |
| Target 3.3 | To increase the enrolments by at least ten per cent each year. |
| Key Improvement Strategy 3.a Building communities | Adopt a range of measures to raise the profile of the school within the wider community in order to improve enrolments and ensure a guaranteed and viable curriculum. |
| Key Improvement Strategy 3.b Building communities | Expand the work of the Community of Practice to include shared learning experiences for students at all levels across the member schools. |