**School Strategic Plan 2022-2026**

Penders Grove Primary School (3806)



Submitted for review by Douglas Lunt (School Principal) on 16 November, 2022 at 01:14 PM  
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 16 February, 2023 at 03:08 PM  
Awaiting endorsement by School Council President

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| School vision | All students should be literate, numerate and curious thinkers. We believe that effective use of student data is integral to effective teaching and learning. Teaching should be differentiated to help students reach their full potential and we believe that our school values underpin all that we do. We believe that teaching is most effective when learning is relevant, authentic and collaborative. |
| School values | We foster a safe, positive, supportive and equitable learning environment that respects the richness of our diverse community. We work with our students throughout their time at Pender’s Grove to develop their understandings of our school values: Respect, Integrity, Curiosity & Determination. Parents are encouraged to be actively involved in their children's school experiences on both a formal and informal level. Teachers and Education Support Staff at Pender’s Grove are friendly, dedicated, professional and are committed to continual improvement. Teams are effective and supportive and work towards cohesive teaching and learning outcomes. Classroom and specialist teachers, leadership and support staff all work together to create successful programs and to build an inquiring learning and teaching environment. |
| Context challenges | \*Student wellbeing especially in context of experiences during pandemic \*F-6 outcomes in writing \*Student attendance  \*High level of funded students and unfunded students with special needs or requiring high levels of support eg. trauma, anxiety. School's SFOE (at approx. state average) does not immediately indicate this.  \*Differentiating of professional development needs  \*Sharing of workload and succession planning within a small staff \*Inconsistent and unpredictable Foundation enrolments each year can make long term planning and consistency of staff and programs challenging. \*Continuing and building on the existing teacher observation program \*Adding a professional development focus in the area of inquiry and promoting whole school curiosity |
| Intent, rationale and focus | Throughout the course of the 2022-2026 Strategic Plan the school will continue to focus on increasing student learning achievement and growth in literacy and numeracy. A considerable amount of work was undertaken on the teaching of Maths in 2019-20 (pre-COVID). This will continue and be consolidated in the next cycle for all teaching staff with our involvement in the PMSS initiative. A significant focus will also occur on Writing, which was highlighted in the School Review report. The implementation of High Impact Strategies will underpin the school’s work in all of these curriculum areas. Improving our capacity to evaluate the impact of teaching practice to allow for informed and consistent judgements will also support us to improve future learning for students.  Leadership of learning will be strengthened for staff and students through a continued focus on Student Voice and Agency and continued use of the Professional Learning Communities strategies and processes. We also aim to further develop the capacity of the students to be self-regulated and independent learners and be partners in their learning improvement journey.  A positive climate for learning will be further strengthened with further development of our whole school approach to engagement and wellbeing. Continuing to embed School Wide Positive Behaviours, Respectful Relationships and Buddies programs. Reducing student absences across all year levels will remain a focus. A whole school focus on mental health and wellbeing, which is currently occuring post-COVID, will also continue. |

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| **Goal 1** | To optimise literacy and numeracy outcomes for all students. |
| Target 1.1 | By 2026, increase the five-year average percentage of Year 5 students in the top two bands of NAPLAN in:   * Reading from 36% (2017-2021) to 40% (2022-2026) * Numeracy from 24 % (2017-2021) to 28% (2022-2026) * Writing from 5% (2017-2021) to 17% (2022-2026) |
| Target 1.2 | By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:   * *Understand how to analyse data* (Teaching and Learning module) from 57% (2021) to 69% * *Knowledge of high-impact teaching strategies* (Teaching and Learning module) from 43% (2021) to 78% |
| Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need. |
| Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | To improve teacher data literacy and rigorous collaborative practices to plan, measure and evaluate the impact of teaching and learning. |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | To build teacher capacity to implement High Impact Teaching strategies across the curriculum. |
| **Goal 2** | To empower students to have greater agency in their learning. |
| Target 2.1 | By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measure:   * Student agency and voice from 81% (5-year average 2017-2021) to 85% (average 2022-2026) |
| Target 2.2 | By 2026, increase the percent positive responses score on AtoSS for the following factor:   * *Student voice and agency* from 74% (2021) to 78% |
| Target 2.3 | By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measure:   * Use student feedback to improve practice (Teaching and Learning module) from 71% (2021) to 75% |
| Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | To develop and implement a common language, understanding and practice of student learner agency in all curriculum areas. |
| Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | To develop and embed a defined process for student goal setting where students and teachers collaborate to create, track and evaluate goals. |
| **Goal 3** | To enhance inclusive practices and strengthen student wellbeing capabilities. |
| Target 3.1 | By 2026, decrease the percentage of equity-funded students with 20 or more days of absence from 45% (2021) to 40%. |
| Target 3.2 | By 2026, increase the percent positive responses score on AtoSS for the following factors:   * *Teacher concern* from 75% (2021) to 80% * *Respect for diversity* from 73% (2021) to 80% |
| Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Consolidate the implementation of school-wide wellbeing programs. |