

Portarlington Primary School: No- 2455
Strategic Plan 2018-2021

| Endorsement | Re-Endorsement (if a Goal, KIS or Target is changed) | Re-endorsement (if a Goal, KIS or Target is changed) |
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| Principal: Lesley-Ann Allbutt 13 th February 2018 |[name] [date] |[name] [date] |
| School council: Tony Madigan 19 th of June 2018 |[name] [date] |[name] [date] |
| Delegate of the Secretary: [name] [date] |[name] [date] |[name] [date] |

| School vision | School values | Context and challenges | Intent, rationale and focus |
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| <p>Our Vision</p> <p>Portarlington Primary School is a school community empowering respectful, healthy, independent lifelong learners to be global, creative thinkers who will achieve and make a difference in a rapidly changing world.</p> <p>Portarlington Primary School strives to maximise the potential of all students through high academic expectations and a supportive school culture. We know that all children can learn and can become effective lifelong learners. We foster a strong partnership between students, staff, parents and the community. We provide a safe, caring and dynamic learning environment that supports strong interpersonal relationships in a climate of collaboration and mutual respect between students, staff, families and the wider community. Our relentless focus on learning provides opportunities for the optimum progress of all students. We promote a philosophy that supports the development of independence, adaptability, cooperation and the creative abilities of all of children which empowers them to become resilient, active and harmonious members of our ever changing world.</p> | <p>At Portarlington Primary School, we are all Learners and we are all Respectful, Responsible, Kind & Safe.</p> <p>LEARNING is a life-long process that supports us to achieve our full potential. To succeed in the future, our students must develop the capacity to learn and adapt, collaborate, innovate and problem solve.</p> <p>First and foremost we recognise parents and families as having the most important and enduring impact on the learning, resilience, health, wellbeing and safety of their child. This understanding underpins the value that we place on developing authentic relationships with parents as partners in our learning community. We aim to promote high levels of engagement of parents in their child’s learning and development.</p> <p>Our school encourages a strong sense of justice and personal responsibility for each other, the community and the environment. Portarlington Primary School encourages and models the values of mutual respect where safe, positive relationships between all members of the school community form the basis of our school culture. Honesty is held up as a strong moral belief for all. Equality, fairness, kindness and compassion for others is emphasised. All members of our school community are expected to always do their personal best showing integrity, commitment, persistence and excellence in all their interactions with each other.</p> <p>Linked with our core business of improving the learning outcomes of our students, is our high expectation of self-responsibility and self-respect by every member of our school community.</p> | <p>Portarlington Primary School is located on the northern end of the Bellarine Peninsula, 31 kilometres from Geelong. At Portarlington Primary School we provide a learning environment that is welcoming and where there are high expectations and high levels of learning for all.</p> <p>Portarlington Primary School has provided education and a focus for our community since the 1870’s. Our school has a proud history and continues to have major role in community events and partnerships. The social and demographic factors that impact on the school include an SFO of 0.59. The socio-economic background of students is categorised as medium. Parental involvement is a feature of the school and is strongly encouraged. Enrolments have increased over the last few years due to changing demographics and are expected to slightly increase over the next four years (between 225-250 students). We promote our school and its excellent programs in the wider community. 2% of students identify as indigenous, 4% PSD and there no EAL students enrolled. The school has a professional team of Teachers and Education Support staff who work together in teams to provide engaging and challenging learning opportunities for students. The staff profile reflects a balance of experience.</p> <p>At Portarlington Primary School we place emphasis on developing the whole child in an inclusive environment. We value the diversity of our school community and recognise that it is essential to the success of our school.</p> <p>Our differentiated teaching and learning program aims to cater for individual learning needs and is regularly reviewed. The school offers the full Victorian Curriculum including Indonesian Language; Visual and Performing Arts, Science, Kitchen/Garden and Physical and Sport Education.</p> <p>New ICT infrastructure and programs have been incorporated into the multi-million dollar upgrade of our school. The new student online learning platform is currently being implemented. Our current infrastructure of the wireless network is continually reviewed and upgraded to meet the requirements of the school. All students access ICT/Technology at school and most students have access at home.</p> | <p>The strategic plan will focus on the areas of Excellence in Teaching and Learning, Positive Climate for learning and Professional Leadership.</p> <p>Throughout the course of the 2018-2021 Strategic Plan the school will focus on increasing student learning achievement and growth in literacy and numeracy. Our school has a well-documented curriculum. The implementation of High Impact Strategies will underpin the school’s work in this area. Improving our capacity to evaluate the impact of the teaching and learning practice to allow for informed and consistent judgements will support us to improve future learning for our children.</p> <p>As part of the professional leadership domain, leadership of learning will be strengthened for staff and students through a focus on Student Voice and Agency and the Professional Learning Communities framework. We aim to further develop the capacity of the students to be self-regulated and independent learners and be partners in the school learning improvement journey.</p> <p>A positive climate for learning will be further strengthened with the development of a whole school approach to engagement and wellbeing. The previous work of the school with regard to the School Wide Positive Behaviour and Healthy Together frameworks will be sustained. The Respectful Relationships program (underpinned by a strong culture of Growth Mindset development), will be embedded as we continue to work in a Community of Practice as a partner school in this area and broaden our professional learning with other schools. Reducing student absences is a focus.</p> |

| Four-year goals (for improving student achievement, engagement and wellbeing) | Improvement Priorities, Initiatives and/or Dimensions | Key improvement strategies | Targets (for improving student achievement, engagement and wellbeing) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|---------------------|-------------|-------------------|---------|------|------|---------|------|------|-------|------|------|------|-------------|----------------|---|---------|------|-----|------|---------|------|------|------|-------|------|------|------|
| Improve the learning growth and achievement of every student in literacy and numeracy. | Excellence in Teaching and Learning <ul style="list-style-type: none"> Building Practice excellence Curriculum Planning and Assessment | Build teacher capacity to differentiate teaching to challenge and ensure progress for every student. <ul style="list-style-type: none"> Build teacher capacity in Literacy and Numeracy as an area for improvement in student learning achievement and growth. Consolidate a consistent and common implementation of the school's instructional model for curriculum, instruction and assessment. Consolidate the understanding of the High Impact Teaching Strategies. Embed the use of technology to support the student learning, student agency, student feedback and parent engagement in learning. | Year 3 NAPLAN <table border="1" data-bbox="2092 373 2617 583"> <thead> <tr> <th>Area</th> <th>Top 2 Bands</th> <th>Bottom 2 Bands</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>>40%</td> <td><20%</td> </tr> <tr> <td>Writing</td> <td>>40%</td> <td><20%</td> </tr> <tr> <td>Maths</td> <td>>40%</td> <td><20%</td> </tr> </tbody> </table> Year 5 NAPLAN <table border="1" data-bbox="2092 625 2813 982"> <thead> <tr> <th>Area</th> <th>Top 2 Bands</th> <th>Bottom 2 Bands</th> <th>Learning Gain% of students making medium to high growth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>>41%</td> <td>20%</td> <td>>75%</td> </tr> <tr> <td>Writing</td> <td>>25%</td> <td><20%</td> <td>>75%</td> </tr> <tr> <td>Maths</td> <td>>25%</td> <td><20%</td> <td>>75%</td> </tr> </tbody> </table> Teacher Judgements Increase the percentage of students operating at or above level in reading, writing and mathematics. | Area | Top 2 Bands | Bottom 2 Bands | Reading | >40% | <20% | Writing | >40% | <20% | Maths | >40% | <20% | Area | Top 2 Bands | Bottom 2 Bands | Learning Gain% of students making medium to high growth | Reading | >41% | 20% | >75% | Writing | >25% | <20% | >75% | Maths | >25% | <20% | >75% |
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| Develop leadership that is shared and distributed. | Professional Leadership <ul style="list-style-type: none"> Building Leadership teams Instructional and Shared Leadership | Build the capacity of school leaders to develop consistency in the approach to the Professional Learning Community framework across the whole school for all teams. <ul style="list-style-type: none"> Build teacher capacity to develop their skills and expertise to become instructional leaders. Increase the capacity of all teachers to differentiate learning for all students (including the refinement of student learning goals and a focus on student agency). | Staff Survey <table border="1" data-bbox="2092 1203 2887 1375"> <tbody> <tr> <td>Collective Efficacy</td> <td>>75%</td> </tr> <tr> <td>Academic Emphasis</td> <td>>75%</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> | Collective Efficacy | >75% | Academic Emphasis | >75% | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Enhance the engagement and wellbeing of all students in the school.</p> | <p>Positive Climate for Learning</p> <ul style="list-style-type: none"> • Empowering Students and Building School pride. • Setting Expectations and Promoting Inclusion | <p>Develop a whole school program to support the wellbeing of our students that includes developing a strong culture of respect, resilience and a growth mindset.</p> <ul style="list-style-type: none"> • Introduce the Respectful Relationships Framework. • Sustain the implementation of the School-Wide Positive Behaviour culture at Portarlinton Primary. • Develop a documented whole -school approach to student wellbeing. • Build teacher capacity to embed a learning environment that supports a Growth Mindset. • Reduce student absence rates. | <p>Absence Rates-Reduce the average number of days absent per P-6 student –at or below the state median.</p> |
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