

# School Strategic Plan 2022-2026

Portarlington Primary School (2455)



Submitted for review by Nadia Tkaczuk (Acting School Principal) on 02 December, 2022 at 04:18 PM  
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Awaiting endorsement by School Council President

## School Strategic Plan 2022-2026

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<b>School vision</b>	<b>Our Vision</b> Empowering lifelong learners to achieve success and make a difference in a rapidly changing world.
<b>School values</b>	<b>Our Values</b> At Portarlington Primary School, we are all Learners, and we are all Respectful, Responsible, Kind & Safe.  <b>Learner Assets</b> Curious, Purposeful, Reflective, Persistent and Empowered
<b>Context challenges</b>	<b>Context Challenges:</b> to ensure the following- <ul style="list-style-type: none"><li>- Consistent approaches to building school connectedness and engagement.</li><li>- Parent engagement with clear and consistent communication, especially regarding student progress.</li><li>- Developed learner assets are embedded in everyday practices at the school.</li><li>- Implement Strategies to build on and enhance student wellbeing and ensure current wellbeing programs are inclusive, interconnected and fully explored, integrated and embedded across the school.</li><li>- Develop the extent to which teacher use evidence and assessment to plan differentiated teaching.</li><li>- Consistent approaches to activating student voice and agency in learning.</li></ul>
<b>Intent, rationale and focus</b>	<b>Intent</b> Portarlington Primary School will increase student learning growth, particularly in high achieving students, and build connectedness and engagement with students and the community.  <b>Rationale</b> Overall NAPLAN trend data showed that the percentages of students in high growth was decreasing and percentages of students in the low growth category was increasing. In comparison to similar schools the proportions making low growth were higher for reading, writing and numeracy. Inconsistencies in the process of setting student goals and giving feedback across the school. Establishing a school wide approach to increasing student voice and agency for students to make decisions about the learning that occurs in classrooms.

The Attitudes to School Survey outcomes showed that the percentage of positive responses for sense of connectedness and school safety factors had trended down and were below state median.

**Focus**

1. The school curriculum is based on the Victorian Curriculum, delivering strong academic achievement with a strong focus on literacy and numeracy.
2. Deepening teacher capability to use evidence of student learning to differentiate instruction. This will involve using the PLC FISO inquiry model to develop teachers' capability to use evidence of student learning to differentiate instruction. Coaching from Instructional leaders in the classroom, combined with systematic peer observation and feedback cycles.
3. Professional learning will be delivered to teachers to develop a deeper understanding of how to analyse and effectively use student learning data to assess student learning growth, attainment and wellbeing capabilities to design and implement priorities for improvement consistently and effectively across the school.
4. Professional learning will be delivered to staff to embed a common understanding and language of student voice, agency, and leadership to enable ownership of and responsibility for student learning. Students will be enabled to develop their voice and agency through the use of a student feedback and learning inquiry cycle. We will continue to establish and create valued student leadership roles throughout the school.
5. Continue to embed a whole-school approach (SWPBS/Respectful Relationships) to further build social and emotional learning of Portarlinton Primary students. This will involve providing an opportunity to enhance the relationships and actions that enable student learning, participation and sense of belonging to their school community through increased communication and establishing extra learning opportunities for the students in programs such as our Kitchen Garden program. Students will be consulted as a part of the continued implementation of SWPBS.

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<b>Goal 1</b>	Improve the learning growth of every student
<b>Target 1.1</b>	By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark relative growth in NAPLAN: <ul style="list-style-type: none"><li>• Reading from 69% (2021) to 75%</li><li>• Numeracy from 69% (2021) to 74%</li></ul>
<b>Target 1.2</b>	By 2026, increase the percentage of students in the top two NAPLAN bands in the following areas: <ul style="list-style-type: none"><li>• Year 3 Reading from 47% (2021) to 53%</li><li>• Year 3 Writing from 24% (2021) to 32%</li><li>• Year 3 Numeracy from 29% (2021) to 35%</li><li>• Year 5 Reading from 35% (2021) to 40%</li><li>• Year 5 Writing from 12% (2021) to 15%</li><li>• Year 5 Numeracy from 16% (2021) to 20%</li></ul>
<b>Target 1.3</b>	By 2026, increase the percentage of students working at or above level against the Victorian Curriculum teacher judgements in: <ul style="list-style-type: none"><li>• Reading and viewing from 89% (2021) to 93%</li><li>• Writing from 80% (2021) to 84%</li><li>• Number from 89% (2021) to 93%</li></ul>
<b>Target 1.4</b>	By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"><li>• Academic emphasis from 70% (2021) to 74%</li><li>• Collective efficacy from 73% (2021) to 80%</li></ul>

<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Use PLCs to further implement a differentiated approach to teaching and learning and a whole school methodology in data literacy.</p>
<p><b>Key Improvement Strategy 1.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed opportunities for student voice, agency and choice.</p>
<p><b>Goal 2</b></p>	<p>Improve student wellbeing outcomes.</p>
<p><b>Target 2.1</b></p>	<p>By 2026, increase the percent positive responses score on Attitudes to School Survey in the factors:</p> <ul style="list-style-type: none"> <li>• Community connections from 64% (2021) to 70%</li> <li>• Connectedness from 75% (2021) to 80%</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement 50% (2021) to 55%</li> <li>• School communication from 64% (2021) to 74%</li> <li>• Teacher communication from 50% (2021) to 55%</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2026, decrease the percentage of students with 20 or more absence days from 31% (2021) to 28%.</p>

<p><b>Key Improvement Strategy 2.a</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Increase school and family partnerships to effectively support student learning and wellbeing.</p>
<p><b>Key Improvement Strategy 2.b</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen school policies and practices that promote inclusive, positive behaviours and a safe learning environment.</p>