

School Strategic Plan 2020-2024

Poowong Consolidated School (6245)



POOWONG
CONSOLIDATED SCHOOL

Submitted for review by Cate McKenzie (School Principal) on 25 October, 2021 at 12:46 PM

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School Strategic Plan - 2020-2024

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School vision	<p>At Poowong Consolidated School, we have a collective vision and values for both students and staff. Our classroom rules and School Wide Positive Behaviours Matrix (created by each class at the beginning of each year) are closely linked.</p> <p>At Poowong Consolidated School we aim to be a leading learning community in South Gippsland, delivering outstanding education to the children of Poowong and surrounds. We empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the local community, as well as the global world. Our school is all about growth- growth of ourselves, growth our students and growth of our community.</p> <p>We seek to enable all learners through the provision of:-</p> <ul style="list-style-type: none">• differentiated, in-depth, structured and cohesive learning programs aligned to year level content and achievement standards informed by the Australian Curriculum• highly effective teachers, focused on improving student outcomes, through their commitment to ongoing professional development, quality teaching, evidence-based practices, coaching and mentoring and collaboration• whole school agreed pedagogical practices that focus on a consistency of approach• a quality inclusive learning environment that is responsive to student voice• opportunities for community and parents to participate in learning and decision making partnerships. <p>Our ultimate goals is to produce flexible, creative, innovative and accountable individuals who strive to maximise their potential and become contributing members of the wider community.</p>
School values	<p>iGROW Values</p> <p>Integrity- We are honest. We play fairly. We listen to the ideas of others. We show respect for others. We are courageous. We stand up for what we believe in. We say no when we are asked to do the wrong thing by our friends. We are responsible. We show gratitude.</p> <p>Growth Mindset- We bounce back quickly when things don't go to plan. We are open to challenge and feedback. We are open to learning opportunities. We are willing to try. We work towards our goals as active learners. We have a winning attitude. We work hard to achieve our personal best. We are optimistic and know we can achieve anything we put our minds to. We come to class</p>

	<p>ready to learn.</p> <p>Relationships- We build respectful relationships. We are restorative when things go wrong. We are respectful of differences in each other. We are forgive others. We are inclusive and welcoming to everyone. We all belong to the PCS school and wider community. We consider each other’s feelings. We work together positively or on our own. We help others.</p> <p>Openness- We are open and prepared for learning. We are open to new opportunities. We are open-minded. We think positively and assume positive intent from others. We are open to feedback from our teachers and peers. We are open to new ideas and new ways of looking at problems. We show empathy and compassion to others. We are open to everyone being themselves and showing their authentic self. We are inquisitive and curious and open to new ideas.</p> <p>Welcoming and Inclusive- We welcome new students and visitors to our school. We accept people for who they are. We celebrate people’s differences. We include others in class and in the yard. We speak nicely to each other. We smile at others to show we are friendly.</p> <p>At PCS I grow... so we can! Learning and growing together We are accountable for our own behaviours and choices</p> <p>School Wide Positive Behaviour Matrix Our School Wide Positive Behaviour Matrix is completed as part of our “Start Up”, values based first week at school each year, and used as a reference point for Restorative conversations with students. Students brainstorm what our values look like in action in different areas of the school.</p>
Context challenges	<p>Poowong Consolidated School is a primary school (Prep-6) located in the township of Poowong in the heart of South Gippsland. Poowong is surrounded by dairy farms, located at the edge of the Poowong township, however our school make-up is more far-reaching than this. Our school community draws on children from neighbouring townships as well as families who choose to travel to bring their children to the school from as far as Korumburra and beyond. Poowong Consolidated School is committed to our membership of the Karmai Alliance cluster, drawing on the experience and talents of colleagues in our local schools. PCS currently has 142 students in seven straight grades, offering specialist classes in PE, Art, Music and LOTE (Auslan- introduced in 2021).</p> <p>Poowong Consolidated School, in partnership with the community, aims to help children learn and care for each other under the school motto “Growing and Learning Together”. Poowong Consolidated School proudly serves our local community. We cater for children from Prep to Grade 6 in straight grades. We pride ourselves on our connection to the community and the experiences we offer. These currently include music (classroom and instrumental), visual and performing arts, science, woodwork, physical and health education, sustainability, a school-wide electives program and a variety of sporting programs. Our students are encouraged to challenge themselves both academically and personally in all aspects of school life.</p>

	<p>Our staff believe in a team approach and are involved in regular meetings, where collaborative planning and sharing of resources occurs. Teachers are committed to remaining knowledgeable about curriculum and educational theory by participating in a range of professional development. Our staff view one another's teaching and give constructive feedback in order to continuously improve, through a coaching and peer observation process. Both teaching and non-teaching staff are supported professionally through regular, targeted professional learning opportunities as well as work within Professional Learning Teams. The development of Professional Learning Teams, with a focus on the data-wise process, allows staff to delve deeply into the learning needs of students and make decisions about their future learning needs. The support of colleagues within the Professional Learning Teams allows for teachers to share their ideas for the benefit of student learning.</p> <p>At Poowong Consolidated School, the School Council is actively involved in the governance of the school and its members actively contribute to a range of school priorities. The School Council is responsible for endorsing school policy, programs and the budget as well as being involved in reviewing the school's progress and developing new policies. Many individual parents and community members volunteer in classrooms, at school events throughout the year and to assist with fundraising.</p> <p>Poowong Consolidated School has been a School Wide Positive Behaviours and Restorative Practises school for some time and over the life of the current SSP we have looked at how we can further develop our school and the staff and student culture to change the tone of the school and the way we interact. Initially we introduced the Respectful Relationships curriculum. Restorative Practices then helped us to address issues, challenges and disagreements in a fair, equitable and restorative manner. Further to this, we employed consultant Trish Shilton from The Mind Gallery, to work with our school on developing a team mural for staff and identifying our overall inspiration for teaching and what our drivers are as a team. From this came our focus on Growth. The slogan: "Today we inspire the confidence to grow so that tomorrow is filled with possibilities" very much resonated with us as a whole staff. It also impacted strongly on the way that we all work with each other. Drivers of relationships, challenge, possibilities and space were all identified and seen as a descriptive way to articulate how we get to the "growth". This has become such a powerful aspect to our school culture and underpins everything we do so much so that it has filtered down to the student level, with our new school values "iGROW" highlighting this. We have also had a "GROWTH Hub" instead of a punishment room. The impact on how teachers interact, work together and collaborate has been a vital change that was needed and has strengthened the whole school.</p> <p>Key challenges for our school are the transience of our student population, as well as their academic growth between Grade 3 and Grade 5, as shown in NAPLAN growth data. Differentiation and extension of students needs to be a focus for our next School Strategic Plan to address this. Whilst there are now consistency in instructional approaches at PCS, it is the focus of our next Strategic Plan to look at the effectiveness and strength of these practices in supporting all student learning growth and optimising student-directed learning.</p>
<p>Intent, rationale and focus</p>	<p>At Poowong Consolidated School, we want all students to be active learners, challenging themselves and showing growth in their learning, no matter their starting point. We aim to see a greater number of students showing medium and high growth in NAPLAN and school-based assessments.</p>

During the 2017-2020 SSO period, Poowong CS worked to embed a positive climate for learning through developing and implementing our new iGROW vision and values. The positive climate for learning was enabled with all members of the school community showing pride in their learning and valuing the school community ethos. Further development of the processes to enable student agency through embedding genuine student ownership, rather than compliance, of learning is a key focus of this next Strategic Plan.

An analysis of NAPLAN and school-based assessment throughout the previous Strategic period identified that some students were making less than expected learning growth and some inconsistencies in teacher judgement were evident. Further implementation of the Instructional Model continue to be work for the next Strategic Plan, particularly in the areas of differentiation, goal setting, questioning and feedback and developing teacher capacity to make an impact on student learning with this.

Some areas we are prioritising include:

- *Strengthen teacher capability through embedding evidence based high impact teaching strategies to positively impact on student learning growth (reading, writing, numeracy, IM, HITS)
- *Strengthen and embed an evidence based PLT Inquiry Cycle to effectively monitor and improve student learning outcomes
- *Build staff capabilities in the use of data and analysis of data and assessment strategies to effectively inform their practice
- *Build staff capabilities to differentiate teaching and learning for student point of need
- *Develop and implement a whole school approach to student agency
- *Building teacher's capability to facilitate personalised student goal-setting through each cycle of learning

Over the next four year plan, we will prioritise the implementation of Challenging Learning to assist teachers and students in aspects of differentiation, goal setting, questioning and feedback, metacognition and developing student ownership of their learning. We will also introduce the 6+1 Writing Traits to further develop our Writing curriculum and develop a school-wide understanding of what good writers need. We will continue to develop our Writing Wall to showcase the progression of each genre of writing as we moderate.

In 2021, we intend to have Reading as a whole school inquiry, looking at key reading competencies, assessment and strategies to support readers. We will map out agreed writing resources to ensure consistency of language and a scaffolding of expectations. We will further develop short term learning goals and use these as a key driver for our 3-way conferences. We will look at feedback and how specific feedback is key in driving student learning and review the High Impact Teaching Strategies and their links with the Instructional Model.

In 2022, we intend to have a whole school PLC inquiry into Writing, to support the implementation of the 6+1 Traits of Writing. We will look at continuous monitoring of writing across the school. We will review math mindsets and open-ended tasks to support differentiation in numeracy. George Telford will start our school journey in Challenging Learning (a two year project) to support differentiation and goal setting. We will look at the difference between praise and feedback and look at how questions lead children

to clarify their learning, their thinking and their engagement.

In 2023, we intend to have a whole school PLC inquiry into Numeracy. We will continue our Challenging Learning work with George Telford with a focus on growing our top-end students as well as planning for targeted differentiation. We will focus on assessment in Maths and review the proficiencies in Mathematics. We will move towards student-led goal setting and reciprocal feedback and look at student understanding of The Learning Pit.

In 2024, our final year of this new Strategic Plan, we will investigate our whole school data as part of our PLC inquiry, to look at impact of our journey, what worked and was successful and areas for continued development. We will look at differentiating success criteria and using SeeSaw to enable extension via the flipped classroom. Ongoing goal setting will continue to be a focus of the 2024 year. We will work towards true student engagement and agency in numeracy throughout this year. Peer observations, instructional observations and coaching will form a big part of the 2024 focus of skill-building in teachers.

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Goal 1	Improve learning outcomes for all students.
Target 1.1	<p>NAPLAN – Top 2 bands</p> <p>By 2024, the percentage of students measured in the Top 2 bands of NAPLAN will increase to;</p> <ul style="list-style-type: none">• Year 3 Reading from 50 per cent (2019*) to 60 per cent• Year 5 Reading from 44 per cent (2019) to 50 per cent• Year 3 Writing from 58 per cent (2019) to 60 per cent• Year 5 Writing from 4 per cent (2019) to 25 per cent• Year 3 Numeracy from 23 percent (2019) to 40 percent• Year 5 Numeracy from 21 percent (2019) to 30 percent. <p>*Note – 2020 benchmark data was not available as NAPLAN did not occur in 2020 due to COVID-19.</p>
Target 1.2	<p>NAPLAN – maintaining Top 2 Bands</p> <p>By 2024, the percentage of student maintaining Top 2 Bands Year 3 to Year 5 in NAPLAN will increase to;</p> <ul style="list-style-type: none">• Reading from 70 per cent (2019*) to 80 per cent• Writing from 0 per cent (2019) to 35 per cent• Numeracy from 57 percent (2019) to 80 percent. <p>1.2b Students by disadvantage status (equity funded)</p>

	<ul style="list-style-type: none"> • Writing from 0 per cent (2019) to 20 per cent • Numeracy from 50 per cent (2019) to 60 per cent. <p>*Note – 2020 benchmark data was not available as NAPLAN did not occur in 2020 due to COVID-19.</p>
Target 1.3	<p>Teacher Judgement</p> <p>By 2024, the percentage of Prep to Year 6 students achieving at or above expected growth within 12 months as measured by teacher judgments will increase to;</p> <ul style="list-style-type: none"> • Reading and viewing from 79 per cent (2019*) to 90 per cent • Writing from 72 per cent (2019) to 90 per cent • Number and Algebra from 74 per cent (2019) to 90 per cent. <p>*Note – the 2019 benchmark was based on semester 2 2018 to semester 2 2019 growth</p>
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Strengthen teacher capability by embedding research and evidence-based, high-impact teaching and learning strategies to impact student learning growth positively.
Key Improvement Strategy 1.b Building practice excellence	Embed the agreed Professional Learning Teams (PLTs) inquiry cycle to effectively monitor and improve student learning outcomes.
Key Improvement Strategy 1.c Building practice excellence	Build staff capabilities in using and analysing data and assessment strategies to effectively inform teaching and learning at student point of need.
Goal 2	Improve student engagement in their learning.

Target 2.1	<p>Attendance</p> <p>By 2024, decrease the percentage of students with 20 or more absent days from 24 per cent (2019) to 15 per cent.</p>
Target 2.2	<p>Parent Opinion Survey (POS)</p> <p>By 2024, the participation and positive percentage endorsement will improve in the following factors;</p> <ul style="list-style-type: none"> • Teacher communication from 80 per cent (2019) to 90 per cent • Student voice and agency from 77 per cent (2019) to 85 per cent • Effective teaching from 80 per cent (2019) to 85 per cent • Increase response rate from 80 per cent (2019) to 90 per cent.
Target 2.3	<p>Staff Opinion Survey (SOS)</p> <p>By 2024, the positive percentage endorsement will improve in following factors;</p> <ul style="list-style-type: none"> • Trust in student and parents from 76 per cent (2019) to 80 per cent • Academic emphasis from 73 per cent (2019) to 75 per cent • Understanding how to analyses data from 64 per cent (2019) to 70 per cent • Promote student ownership of learning goals from 73 per cent (2019) to 80 per cent.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build staff capabilities to differentiate teaching and learning for student point of need.

<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>Develop and implement a whole school approach to student agency.</p>
<p>Key Improvement Strategy 2.c Empowering students and building school pride</p>	<p>Building teachers' capability to facilitate personalised student goal-setting through each cycle of learning.</p>