

School Strategic Plan 2021-2025

Pakenham Hills Primary School (5370)



Pakenham Hills
Primary School

Life is for learning

Submitted for review by Dale Hendrick (School Principal) on 01 December, 2021 at 01:38 PM

Endorsed by Wayne Chester (Senior Education Improvement Leader) on 14 December, 2021 at 03:55 PM

Endorsed by Kira Saroni (School Council President) on 17 December, 2021 at 09:40 AM

School Strategic Plan - 2021-2025

Pakenham Hills Primary School (5370)

School vision	At Pakenham Hills Primary School our motto is “Life is for Learning”. Our vision is to provide each child with the lifelong learning skills, knowledge and social development that will enable them to reach their full potential and participate successfully as productive citizens of our society.
School values	Values are deeply held beliefs that govern our actions and behaviours. At Pakenham Hills Primary School we highly value and reinforce the following behaviours: Respect, Persistence, Teamwork, Communication, Fairness and Honesty.
Context challenges	<p>CONTEXT: Pakenham Hills PS is located on the outer edge of Pakenham. The area in which the school is situated has a high level of very low income families with an SFO of 0.679. The school has a current enrolment of 393 and is expected to grow slowly over the coming years. The school currently has 19 students on the program for students with a disability. The school has a high number of students who have experienced significant trauma and have extreme behaviour issues. Current mobility runs at 44% between years 3 and 5. The school has a significant number of students who present with a range of trauma related problems.</p> <p>CHALLENGES: The school experiences very high mobility. This has been exacerbated over the past 8 months with many families moving either interstate or to rural townships. This has seen the school's student numbers decline throughout 2022. The school's SFOE is 0.5602. For 2022 this equates to around 56% of students being considered socially disadvantaged. 67% of preps enter school with a range of literacy deficits. As a school we have been experiencing a growth in the prevalence of mental health issues in students, their parents and the wider community. The prevalence of stress, anxiety and depression in even our youngest students is increasing at an alarming rate. This range of issues presents significant challenges for student engagement and academic progress for a high percentage of our students. For that reason, part of the Equity Funding provided to our school is used strategically to support students who face increased barriers to education. This funding is used for an Inclusion Leading Teacher to provide learning and engagement support to identified students. A Psychologist is employed to provide direct one-on-one specialist intervention for our highest needs students and a Speech Pathologist is employed 0.2 to provide specialist intervention. Within our Social Emotional Learning program and Respectful Relationships, there is an emphasis on teaching strategies for attaining positive mental health. A key aspect of our work is to positively impact the link between disadvantage and outcomes for students.</p>
Intent, rationale and focus	<p>Intent: Pakenham Hills Primary School is committed to addressing the challenges of disadvantage through improving the learning and wellbeing outcomes of every student. Every student has the right to a supportive and engaging education and our school wants to be even better at ensuring this is the reality.</p> <p>Rationale: Across Australia, the gap is widening between advantaged and disadvantaged students. However, disadvantage should</p>

not limit learning potential. We consider every student as a highly capable student, and if we can make sure they are at school every day, then we increase their chance of succeeding and reaching the norms attained by more advantaged children. Many students at Pakenham Hills Primary School meet the criteria for being vulnerable or disadvantaged. Their vulnerabilities include poverty, in many cases generational poverty, trauma and living in Out of Home Care. For many of our students there is a co-existence of vulnerabilities. We aim to encourage and support all students in developing a strong sense of self-belief and a vision of themselves as capable and independent learners.

Focus: Our emphasis will be to embed our previous work around a positive climate for learning and to maximise the opportunities for all students to be able to engage and learn at school. Key facets of this will be further work around the principles of good teaching and the building of practice excellence. Further to this the school will be implementing Respectful Relationships and an enhanced Social & Emotional curriculum over the next 4 years to support the wellbeing of all students.

School Strategic Plan - 2021-2025

Pakenham Hills Primary School (5370)

Goal 1	To improve student learning outcomes in literacy and numeracy.
Target 1.1	<p>NAPLAN</p> <p>Decrease the percentage of Year 5 students in the bottom two bands:</p> <ul style="list-style-type: none">• Reading from 18% (2021) to 14% (2025)• Writing from 41% (2021) to 31% (2025)• Numeracy from 31% (2021) to 25% (2025) <p>Increase the percentage of Year 5 students in the top two bands:</p> <ul style="list-style-type: none">• Reading from 27% (2021) to 34% (2025)• Writing from 4% (2021) to 11% (2025)• Numeracy from 12% (2021) to 20% (2025) <p>Increase the percentage of year 5 students achieving above level benchmark growth:</p> <ul style="list-style-type: none">• Reading from 20% (2021) to 25% (2025)• Writing from 9% (2021) to 25% (2025)• Numeracy from 20% (2021) to 25% (2025)
Target 1.2	SSS

	<p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> • Collective efficacy from 78% (2020) to 86% (2025) • Academic emphasis from 71% (2020) to 80% (2025) • Moderate assessment tasks together from 83% (2020) to 90% (2025) • Professional learning through peer observations from 54% (2020) to 75% (2025) • Believes evaluating impact improves practice from 75% (2020) to 85% (2025)
<p>Key Improvement Strategy 1.a Instructional and shared leadership</p>	<p>Strengthen leadership capacity and organisational structures and processes to drive improvement in student outcomes.</p>
<p>Key Improvement Strategy 1.b Building practice excellence</p>	<p>Implement consistent agreed whole school curriculum and instructional practice in Reading, Writing and Numeracy.</p>
<p>Key Improvement Strategy 1.c Curriculum planning and assessment</p>	<p>Strengthen the rigour and consistency of the PLC practice to build collaboration and facilitate effective use of data and assessment to support high-quality teaching.</p>
<p>Goal 2</p>	<p>To improve student engagement in learning.</p>
<p>Target 2.1</p>	<p>Attendance</p> <p>Reduce percentage of student absence (Prep–Year 6):</p> <ul style="list-style-type: none"> • Between 20–29.5 days absence from 12% (2020) to 8% (2025) • Between 10–19.5 days absence from 26% (2020) to 18% (2025)
<p>Target 2.2</p>	<p>SSS</p>

	<p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> • Plan differentiated learning activities from 88% (2020) to 94% (2025) • Use student feedback to improve practice from 71% (2020) to 85% (2025)
Target 2.3	<p>AToSS</p> <p>Increase Years 4–6 percentage positive endorsement:</p> <ul style="list-style-type: none"> • Student voice and agency from 58% (2019) to 70% (2025) • Motivation and Interest from 75% (2019) to 85% (2025) • Sense of connectedness from 66% (2019) to 78% (2025) • Effort from 74% (2019) to 83% (2025)
Key Improvement Strategy 2.a Empowering students and building school pride	Build teacher knowledge of, and capacity to, activate student voice and student agency.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build student capacity to take active responsibility for their learning.
Goal 3	To improve the personal and social capabilities of all students.
Target 3.1	<p>AToSS</p> <p>Increase Years 4–6 percentage positive endorsement:</p> <ul style="list-style-type: none"> • Self-regulation & goal setting from 87% (2021) to 93% (2025)

	<ul style="list-style-type: none"> • Perseverance from 70% (2021) to 80% (2025) • Sense of confidence 78% (2021) to 86% (2025)
Target 3.2	<p>Parent Opinion Survey (POS)</p> <p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> • Student motivation and support from 71% (2019) to 80% (2025) • Student agency and voice from 81% (2019) to 86% (2025) • Not experiencing bullying from 43% (2019) to 54% (2025)
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop and implement a Pakenham Hills Primary School (Pakenham Hills PS) engagement and wellbeing framework.
Key Improvement Strategy 3.b Health and wellbeing	Develop and implement a whole school social and emotional curriculum.