



PRESTON PS 1494
Strategic Plan 2016-2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Janet Paterson 7.08.2017[name] [date][name] [date]
School council: Suki Styant Browne 7.08.2017[name] [date][name] [date]
Delegate of the Secretary: Graham Stevenson 9.08.2017[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>To sustain the embedded culture throughout the school in which every student has the opportunity to reach their full potential in a caring and supportive environment. To provide a range of stimulating and engaging programs which highly value and enhance personal learning success, responsible use in the digital environment, wellbeing, and physical and creative development. We believe our students should have the opportunity to develop a skill set and belief in themselves that will enable them to continue on an educational pathway which will allow them to make positive personal choices throughout their life.</p>	<p>SCHOOL VALUES</p> <ul style="list-style-type: none"> • Respect • Responsibility • Resilience • Learning Success <p>At Preston Primary we are committed to creating an encouraging environment which promotes and supports excellence in learning, recognizes and celebrates individual success, and demonstrates respect between students, staff, parents and the wider school community.</p> <p>We actively promote students to take personal responsibility for their learning, social interactions, personal behaviour and belongings.</p> <p>All stakeholders strive to develop skills, knowledge and confidence which promote personal resilience. We foster positive mutual interaction so all stakeholders can show respect and honesty with each other.</p>	<p>Context: Preston Primary School was opened on the 14th of February 1875. It is a school with a rich and proud history of state education. In the 1950s it was one of the largest schools in the state. At that stage the Department of Education acquired land in Bowden St and established a junior campus. Grade Prep and One students are located at the Bowden St site with Grade Two to Six students at the Tyler Street site. The changing demographic in the area over recent years has seen an increase in enrolment and hence the school has an enrolment ceiling of 750. As a result of the enrolment ceiling we have maintained a steady enrolment over the life of the current Strategic Plan. In 2016 the enrolment in the February census was 756. The school has a strong connection to the parent community who support the student, staff and wider school community.</p> <p>As a school, we have a long held tradition and belief that we need to provide opportunities in an educational setting which contribute to the development of young people who can grow into successful, responsible and respectful members of their community. Preston Primary is passionate about education and determined to be a school that children love to attend, where the staff is proud to work and the aspirations of parents are met. Embedded in the culture of the school is the ethos that every child should be challenged and encouraged to reach their full potential.</p> <p>Challenges:</p> <ul style="list-style-type: none"> ▪ To maintain the high academic standards. ▪ Continuing to build teacher capacity through effective whole school and team PL with a specific focus on the teaching and learning of reading. ▪ Implementing authentic opportunities for developing student voice. ▪ Developing precise and rigorous intervention strategies for students at risk of underachieving at either end of the learning spectrum. ▪ To develop resilience in students to enable them to rise above adversity and obstacles so as to become better learners and happier people. 	<p>Intent: Preston Primary School is dedicated to realising the potential in all children to actively engage with the world around them and to provide them with academic and social tools that will allow them to live the life they choose. The core objective of the school is to develop numerate, literate and well-rounded students who have the skills, confidence and desire to continue learning throughout their lives.</p> <p>Rationale 1: Continued implementation of the Preston Primary School instructional model, embedded in every classroom will support consistently high quality teaching focused on each student's point of need and every student will demonstrate at least targeted learning progress.</p> <p>Focus 1: Excellence in Teaching and Learning <i>Curriculum planning and assessment</i></p> <p>Rationale 2: Students where drive, motivation and confidence in themselves is evident are more likely to fulfill their full potential. Giving students the ability to influence their own learning through collaborative decision making engages them in the learning process. Student who accept more responsibility, become more independent self-aware and enhance their ability to analyse their own learning journey.</p> <p>Focus 2: Positive climate for learning <i>Setting Expectations and promoting inclusion</i></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)
<p>To reach an excelling continuum status in Curriculum Planning and Assessment and ensure all staff has a shared understanding and common language to plan and implement a whole school viable curriculum.</p>	<p>Excellence in Teaching and Learning <i>Curriculum planning and assessment</i></p>	<p>Embed the Preston Primary School instructional model, designed to move each student to the next point on the appropriate learning continuum, and incorporating effective evidence-based instructional practices that work, in every classroom.</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> Embedding the agreed approach to the teaching of numeracy Prep-6. Developing a whole school documented approach to the teaching of Reading and Speaking and Listening to ensure instructional consistency. <p><i>Assessment</i></p> <ul style="list-style-type: none"> Providing teachers with the skills and opportunity to effectively diagnose individual student's abilities, in order to select and coach them in tailored strategies that are appropriately challenging. Ensuring formative assessment is used to continually diagnose student's progress to ensure challenging goals are used to extend and deepen each student's learning. Providing feedback to students that addresses misconceptions and is related to the task. <p><i>Instruction</i></p> <ul style="list-style-type: none"> Accessing the literature and existing knowledge to develop a deeper understanding of current evidence-based knowledge concerning high impact teaching practices. Building the capacity of teachers in Reading and Speaking and Listening through whole school, year level and individual professional learning. 	<p>The proportion of Year 3 students achieving at NAPLAN Bands 5&6 by 2020 for</p> <ul style="list-style-type: none"> Reading at or above 65% Writing at or above 70% Numeracy at or above 60% <p>The proportion of Year 5 students achieving at NAPLAN Bands 7&8 by 2020 for</p> <ul style="list-style-type: none"> Reading at or above 60% Writing at or above 60% Numeracy at or above 60% <p>All Prep to Year 6 students deemed capable to make at least one Victorian Curriculum level progress every year in English and Mathematics (as measured by teacher judgement and school assessments).</p> <p>The change in matched cohort NAPLAN Reading, Writing and Numeracy mean scores to be greater than those recorded for the state.</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to show:</p> <ul style="list-style-type: none"> Less than 20% of students making low relative gain. More than of 30% of students making high relative gain.
<p>To develop resilient, persistent and confident students who have a strong sense of responsibility for their own learning and who demonstrate connectedness to their peers, the school and their teachers.</p>	<p>Positive climate for learning <i>Setting Expectations and promoting inclusion</i></p>	<ul style="list-style-type: none"> Developing a whole school focus on student engagement and voice in learning. Embedding the language, skills and strategies of the DET's Resilience, Rights and Respectful Relationships program throughout the school with both students and the wider community. Continuing to provide professional learning opportunities for teachers to build their understanding of engagement practices and positive school behaviors. Continuing to provide opportunities for students to build their leadership capabilities. Ensuring the school values are embedded in school policies and practices. Formalizing a process through which students have opportunities to develop critical thinking, research and advocacy skills. Developing student connection with the wider community to support students' learning development. Continuing to provide personalized responses for identified students. Enhancing the communication strategy and ensuring parents new to the school are aware of school practices and welcomed into the PPS community. 	<ul style="list-style-type: none"> To achieve Student Relationships factor mean scores at levels similar to or better than the state median scores. To maintain the student Attitudes to School Survey connectedness measures above the state median score.

