

Pingelly Primary School

Strategic Plan

2016-2019 High Performance, High Care



VISION AND MISSION STATEMENT

At Pingelly Primary School we want all students to be prepared for their future as confident, well-rounded masters of literacy and numeracy, who are technologically competent, self-disciplined, with a good work ethic, always striving for their personal best and aware of their responsibility to their community.



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At Pingelly Primary School we believe learning happens best when:

- Students feel **safe**, welcome and **engaged** in a learning environment that encourages diversity, mutual trust and respect.
- High quality **effective teaching** is supported by purposeful **professional development** that builds reflective learners and high expectations of all students.
- **Teaching, learning, assessment and reporting** connect to student experience, stage of development, background and interests.
- Teachers effectively **plan** differentiated and purposeful learning experiences to provide **feedback** to parents and students.
- Effective teaching adopts a **case-management** approach, monitoring student achievement and planning for all students to reach their full potential.

School Overview

Pingelly Primary School is located approximately 160 kilometres south east of Perth. Students (Kindergarten to Year 6) are drawn from the rural community and from the town itself with approximately 40% of the school population being of Aboriginal background.

The school is committed to working in partnership with parents and the wider community as well as being proactive, resourceful and innovative in the area of curriculum responsiveness. We strive to foster a learning environment that enables students to become life-long learners, problem solvers and positive contributors to society.

The expertise and experience of staff are utilised across the school to maximise student outcomes. Staff are committed to delivering an inclusive and balanced curriculum, which addresses the diverse needs of our students. A comprehensive pastoral care system built around the four key virtues of care, courtesy, respect and responsibility form the basis of our student code of conduct and is supported by a Chaplaincy program embedded in the operation of the school.

The school is well resourced with a computer networked as part of the 100 Schools Project, a computer laboratory used to support the teaching of the digital technology curriculum and interactive whiteboards in each classroom. Students also have access to purpose built Design and Technology, Home Economics, Music and Art rooms.

Our school provides educational programs that cater for each student's individual strengths and interests whilst maintaining strong links with parents and our wider community.

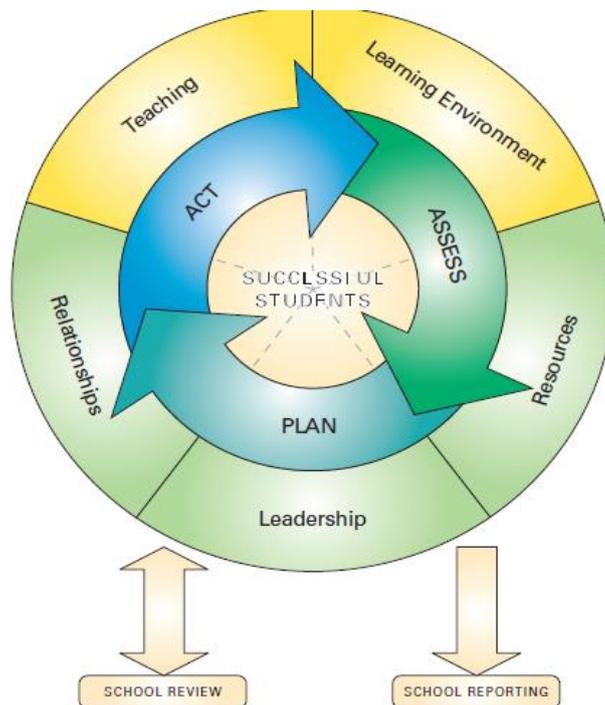


The core of School Accountability & Improvement

The key mechanism for our school to demonstrate accountability is through school self-assessment, school planning and school reporting.

The *School Improvement and Accountability Policy* (diagram below) and framework supports us to address three fundamental accountability questions:

- What are we seeking to achieve?
- How well are we doing?
- How can we improve?



Our school staff participate in a school self-assessment process which results in judgements about the standards of student achievement and the effectiveness of school processes in maximising student achievement.

As a result of this review, staff use school planning processes that include the development of whole school plans, operational planning, classroom planning and individual student planning to address the results.

The results of this planning and review process are published annually in our School Report which describes our school's performance for the year.

FOCUS AREA 1: SUCCESS FOR ALL STUDENTS

Pingelly Primary School maintains high expectations of success for every student in our school by cultivating learning environments that encourage our students to achieve personal best and realise academic potential as well-rounded masters of literacy and numeracy, technologically competent, self-disciplined and aware of their responsibility to their community.

The following whole school improvement strategies and approaches will be implemented to achieve our identified system targets:

STRATEGIES

General Targets:

- All areas of the Western Australian Curriculum implemented according to SCSA timelines;
- All areas of the Aboriginal Cultural Standards Framework are consistently accessed at 'cultural responsiveness' stage.

2016 Target:

- 80% of students achieving 90% or above attendance;
- 80% of Year 3 and Year 5 students to reach or exceed Literacy and Numeracy scores of 'like school';

2017-2019 Target

- Maintain the upward trend in regular attendance;
- Increase the percentage of students achieving Literacy and Numeracy proficiency bands equal to or higher than State Schools in 2017-2019 test years.

We will:

- Have a consistent understanding of standards, expectations and vision of the teaching and learning environment.
- Foster a case-management approach within the teaching and learning cycle.
- Promote a pedagogical framework to professional practice and reflection based on data analysis.
- Develop and maintain positive relationships between school, parents and wider community to encourage student attendance.
- Implement a professional learning plan to build whole staff understanding of highly effective evidence based teaching strategies.
- Establish a leadership role to lead whole school Science and Digital Technology/ICT.
- Provide opportunities for children to create, invent, reason, problem solve and build community relationships.
- Have a Student Council promoting school vision and leadership among students.

SUCCESS INDICATORS

- Maintain the recent upward trend in regular attendance.
- Increased percentage of students achieve Literacy and Numeracy proficiency bands equal to or higher than State Schools.
- A higher proportion of students make expected progress in literacy and numeracy between Pre-primary on entry assessment and Year 3 NAPLAN.

- Higher proportion of parents, students and staff indicate satisfaction in the biennial National School Survey tool.
- Successful implementation of Professional Learning plans.
- Whole school development and implementation of digital technology and infrastructure.

FOCUS AREA 2: HIGH QUALITY TEACHING

Pingelly Primary School maintains relentless focus on building high quality effective teaching practices by encouraging, supporting and developing the professional capacity of staff to deliver high quality differentiated, purposeful learning experiences connected to student experience, stage of development, background and interests within a learning environment that encourages diversity, mutual trust, respect and supports positive student and staff health and wellbeing.

The following whole school improvement strategies and approaches will be implemented to achieve our identified system targets:

STRATEGIES

We will:

- Engage in induction and performance management processes.
- Visible learning is evident in all classrooms.
- Allocate time for collaboration and planning to strengthen teaching practices.
- Conduct school-wide standardised assessment to track student achievement and inform future teaching.
- Ensure teaching connects to student experiences, stage of development, background and interests to stimulate achievement.
- Implement a whole school approach to staff/student physical/mental health and well-being.
- Develop school wide strategies for behaviour management.

SUCCESS INDICATORS

- A higher proportion of teachers are assessed as proficient against the Australian Professional Standards for Teachers during performance management.
- A higher proportion of graduate teachers achieve proficiency against the Australian Professional Standards for Teachers.
- Collaborative planning and Visible learning elements are highly evident across all classrooms.
- Higher proportion of parents, students and staff indicate satisfaction through the biennial National School Survey tool.

FOCUS AREA 3: EFFECTIVE LEADERSHIP

Pingelly Primary School is open and accountable to community through a rigorous cycle of self-assessment used to identify challenging improvement targets and strategies aligned to system priorities and a distinctive school vision statement adequately resourced enabling it to become reality for students, teachers and parents.

The following whole school improvement strategies and approaches will be implemented to achieve our identified system targets:

STRATEGIES

We will:

- Embed a sense of purpose and identity for staff by working collaboratively toward a strong sense of 'us' as a work team.
- Reinforce the school's Vision and Beliefs statement to confirm common goals among stakeholders and to meet agreed targets and objectives for improved student performance.
- Strengthen school self-assessment practices.
- Involve school staff in operational decision making processes.
- Undertake effective workforce planning to ensure needs of students and whole school requirements are met.
- Emphasis staff health and well-being needs are met through Kids Matter action planning.
- Engage in a rigorous whole school self-reflection process of the Aboriginal Cultural Standards (ACS);
- Engage in performance management processes.
- Build a School Council where effective and sustainable partnerships are developed through development of school-wide communication policies and procedures.

SUCCESS INDICATORS

- Implementation of the Aboriginal Cultural Standards Framework and attainment of 'cultural responsiveness'.
- School leadership participation in professional learning to support whole school health and wellbeing.
- School self-assessment process demonstrates delivery of high quality education of the standards of student achievement and the effectiveness of school processes in maximising student achievement and is published in an Annual School Report.
- Higher proportion of parents, students and staff indicate satisfaction through the biennial National School Survey tool.

FOCUS AREA 4: STRONG GOVERNANCE & SUPPORT

Pingelly Primary School is a capable and responsive school, highly regarded by community where effective and sustainable partnerships are developed with parents as partners in their children's education, other schools and the wider community, as well as taking advantage of initiatives within other sectors.

The following whole school improvement strategies and approaches will be implemented to achieve our identified system targets:

STRATEGIES

We will:

- Foster and expand relationships with support services to ensure best possible support for all students.
- Establish an extensive whole school Digital Technology/ICT plan to drive future planning requirements that includes resourcing of technology and professional learning for staff.
- Engage teaching staff in one-on-one capacity building with Education Assistants through an effective performance management cycle.
- Access specialist support services for teachers and students through engagement and collaboration with other agencies.
- Review and endorse our Schools Resourcing Agreement, including Schedule A: student centred funding and Schedule B: accountability specifications.
- Build a culture of extensive whole school self-assessment aligned to the school's improvement cycle, the School Improvement and Accountability Framework and the National School Improvement Tool.

SUCCESS INDICATORS

- School self-assessment process is clearly aligned and reviewed against the School Improvement and Accountability Framework.
- A higher proportion of staff and students demonstrate improved use and application of information and communication technology.
- Implementation of Government and Department legislative and policy requirements, including budget and workforce planning.
- A higher proportion of teachers' access specialist support services through other agencies.

2016-2019 SUCCESS INDICATORS

TEACHING

- A higher proportion of staff and students demonstrate improved use and application of information and communication technology.
- A higher proportion of teachers' access specialist support services through other agencies.
- Collaborative planning and Visible learning elements are highly evident across all classrooms.
- An increased percentage of students achieve Literacy and Numeracy proficiency bands equal to or higher than State Schools.
- A higher proportion of students making expected progress in literacy and numeracy between Pre-primary on entry assessment and Year 3 NAPLAN.

LEARNING ENVIRONMENT

- A higher proportion of teachers are assessed as proficient against the Australian Professional Standards for Teachers during performance management.
- A higher proportion of graduate teachers achieve proficiency against the Australian Professional Standards for Teachers.
- Successful implementation of Professional Learning plans.

RELATIONSHIPS

- Implementation of the Aboriginal Cultural Standards Framework and attainment of 'cultural responsiveness'.
- Higher proportion of parents, students and staff indicate satisfaction through the biennial National School Survey tool.
- Maintain the recent upward trend in regular attendance.

RESOURCES

- Whole school development and implementation of digital technology and infrastructure.

LEADERSHIP

- School self-assessment process is clearly aligned and reviewed against the School Improvement and Accountability Framework.
- Implementation of Government and Department legislative and policy requirements, including budget and workforce planning.
- School leadership participation in professional learning to support whole school health and wellbeing.
- School self-assessment process demonstrates delivery of high quality education of the standards of student achievement and the effectiveness of school processes in maximising student achievement and is published in an Annual School Report.