

# School Strategic Plan 2023-2027

Puckapunyal Primary School (1855)



Submitted for review by Sophie Hoffman (School Principal) on 12 January, 2024 at 10:30 AM  
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Awaiting endorsement by School Council President

# School Strategic Plan - 2023-2027

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<b>School vision</b>	<p>Vision As a school community, we aspire to equip our students with the knowledge skills, attitudes and dispositions required to become successful, happy individuals who can actively contribute to their communities.</p> <p>Mission Puckapunyal Primary School's mission is to create an effective, dynamic and caring learning environment that reflects the values of our school community. Our curriculum and extracurricular programs provide students with the opportunities to build their academic, social and emotional capacity. We strive to support all our students to recognise their full potential and reach their personal goals. The school believes in high expectations for all students and a commitment to effort and the embracing of our motto 'Striving for Excellence'.</p> <p>We are committed to the following strategies:</p> <ul style="list-style-type: none"><li>-Encouraging friendship</li><li>-Improving self-concept</li><li>-Developing pride in the school</li><li>-Promoting sharing, tolerance and compassion</li><li>-Developing respect, acknowledging differences</li><li>-Applying consistent, logical discipline</li><li>-Encouraging responsible play</li></ul>
<b>School values</b>	<p>Values The following values are seen as being central to the life of our school and how all members of the school community should conduct themselves: Honesty, Respect, Resilience, Responsibility, Kindness, Integrity, Confidence, Enthusiasm, Tolerance, Reliability, Caring and Striving for Excellence (school motto). As a school community, we apply these central values in our everyday dealings with each other and the development of our programs and policies.</p> <p>In our community these values are also demonstrated when:</p> <ul style="list-style-type: none"><li>• Students have the opportunity to learn in a positive, caring environment and are encouraged to become self-motivated lifelong learners</li><li>• Diversity is seen as enriching our school and is valued and respected</li><li>• Partnerships between students, staff, families and the wider community are fostered and valued</li><li>• Students are encouraged to work cooperatively and collaboratively with their peers and other members of the school</li></ul>

	<p>community, and to be active responsible citizens</p> <ul style="list-style-type: none"> <li>• Students are expected to take responsibility for their learning and their behaviour</li> <li>• All community members are working towards a shared goal</li> <li>• Students and staff work hard despite problems or obstacles.</li> </ul>
<p><b>Context challenges</b></p>	<p>Puckapunyal Primary School is a unique Australian school. The children of Defence Force Personnel, stationed within the Puckapunyal Military Area, currently comprise 60-65% of our school's enrolment, and annually from 30- 50% of the children transfer interstate or overseas. In the past between 80-95% of students have traditionally come from defence families.</p> <p>Over the last 10 years, many families from off the base have chosen our school as their preferred school. However, with the newly designated school zones, we have accepted less 'out of zone' enrolments over the last year or so. For this reason, our school enrolments have dropped.</p> <p>The high level of mobility can have a significant effect on continuity of school programs and consequently student achievement. For instance, very few children who began school in Foundation in 2023 will be at the school for 3 or more years. It is therefore difficult then to be specific about Academic Performance Targets when, for the 4-year life of a Strategic Plan, as the school will be dealing with a different cohort each year.</p> <p>For instance, only 23 out of 37 Year 5 students who completed NAPLAN in 2023 were at our school in Year 3 two years earlier in 2021. Most years, those numbers are even less. Even yearly, Annual Implementation Plans can potentially deal with a 50% turnaround of students from year to year.</p> <p>The challenge is therefore to quickly know the needs of new students who arrive at the beginning of each year to ensure we are relevant. Our new arrivals from defence families come from a diverse range of educational backgrounds eg. each State and Territory of Australia, Great Britain, U.S.A., New Zealand and Malaysia, etc. Even though we now have a national curriculum, we find that students coming from different states have had different educational experiences. Most of our students from defence families are minorities in their previous schools who for one reason or another sometimes 'fall through the cracks' and haven't been a high priority before. Our initial testing tends to show that about 90% of new students are behind where they need to be academically. That makes achieving targets very difficult.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Puckapunyal Primary school aims to support student learning, participation and sense of belonging within our school community. We aim to continue to improve learning outcomes for all students, regardless of background. We want to provide challenge for all students - those requiring support, those students working at the expected level and those students who require extension. We pride ourselves on the professionalism and integrity of its teaching staff and we aim to continue to provide the highest quality education for our students.</p> <p>Puckapunyal Primary School will continue to provide excellent education for its students through:</p>

- Improving student learning outcomes in literacy and numeracy with a focus on differentiation, the school's instructional model and ensuring challenges for all students
- Building Professional Learning Communities (PLCs) with a particular focus on data to inform teacher planning
- Incorporating peer observations and learning walks and talks into teacher practice and embedding them as part of the school culture
- Improving writing instruction, assessment and moderation with a focus on building confidence in teacher judgements
- Ensuring student agency in learning, particularly feedback strategies, learner agency and construction of challenging learning goals
- Supporting students' mental health and wellbeing, through a range of initiatives including Respectful Relationships, Smiling Mind and many extra-curricular activities
- Strengthening learning partnerships with parents and carers including use of systematic reporting and sharing learning goals

Leadership will continue to build a positive school climate for learning and wellbeing through practices and relationships based on high expectations, shared values and a culture of trust. The school will work systematically over the next four years to build teacher capacity, track data and focus on student learning, engagement and well-being. Staff professional development will be targeted and centred around the core priorities.

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<b>Goal 1</b>	Maximise the learning growth of every student
<b>Target 1.1</b>	By 2027, increase the percentage of Grade 3 students performing within the proficiencies of strong and exceeding in NAPLAN Reading from 69% to 75%.
<b>Target 1.2</b>	By 2027, increase the percentage of Grade 5 students performing within the proficiencies of strong and exceeding in NAPLAN Reading from 83% to 89%.
<b>Target 1.3</b>	By 2027, increase the percentage of positive endorsement of the Student Attitudes to School Survey for Student Voice and Agency from 59% (2022) to 80%.
<b>Target 1.4</b>	By 2027, increase the percentage of positive endorsement of the Staff Opinion Survey for Teaching and Learning – Evaluation Module from 59% (2022) to 80%.
<b>Target 1.5</b>	NAPLAN relative growth for reading, writing and maths to be advised.
<b>Key Improvement Strategy 1.a</b>	

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Deepen the capacity for all teaching staff to use evidence-based practice and to draw on research to inform their practice in literacy</p>
<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><b>Key Improvement Strategy 1.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	<p>Embed the school wide approach to effectively utilise student voice and agency</p>

<p>positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</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><b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Strengthen staff capacity to use formative assessment practices for responsive teaching</p>

<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Goal 2</b></p>	<p>Improve student wellbeing outcomes</p>
<p><b>Target 2.1</b></p>	<p>By 2027, increase the percentage of positive endorsement of the Student Attitudes to School Survey in the factors:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation from 65% in 2022 to 75%</li> <li>• Motivation and interest from 68% in 2022 to 80%</li> <li>• Stimulated learning from 67% in 2022 to 85%</li> </ul>



<b>Target 2.2</b>	<p>By 2027, increase the percentage of positive endorsement of the Parent Opinion Survey in the factors:</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 74% in 2022 to 80%</li> <li>• Effective teaching from 69% in 2022 to 80%</li> </ul>
<b>Target 2.3</b>	By 2027, decrease the percentage of students with 20 plus absence days from 52% (2022) to 20%.
<p><b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Embed multi-tiered wellbeing support systems
<p><b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<b>Key Improvement Strategy 2.a</b>	

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed a whole-school approach to improving attendance</p>
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</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><b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	<p>Systematically use data to monitor student engagement and wellbeing</p>

<p>positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.c</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.c</b>  Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.c</b>  Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
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