School Strategic Plan 2024-2028

Panton Hill Primary School (1134)

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School vision	We are a community of learners where every child is provided with opportunities to develop academic, social, emotional and physical skills to achieve their potential. Our school vision is: To provide a learning environment where students are encouraged to strive for personal excellence. Our mission is to provide an environment where students are actively and positively engaged in quality learning experiences in a supportive, safe and nurturing environment. Our objective is for our students to be community minded and engaged global citizens.
School values	Our school community is committed to the following values: RESPECT HONESTY KINDNESS COURAGE COOPERATION These values are at the core of the positive culture of our school and are consistently reinforced and celebrated.
Context challenges	Panton Hill Primary School is located in Panton Hill, approximately 32 kilometres north-east of Melbourne's Central Business District. The school was established in 1871. Enrolments at the time of the review were 150 students. The Student Family Occupation (SFO) index was 0.2741and the Student Family Occupation Education (SFOE) index was 0.2371 in 2023. The staffing profile of Panton Hill PS includes a Principal and 11 teachers in 2024. There are 2 full and part time Education Support (ES) staff. The school provides an approved curriculum framework addressing the needs of students in all year groups. Students follow the Victorian Curriculum including the specialist subjects of Italian, Physical Education, Music, Science (STEM) and Visual Arts. The school hosts an externally provided out of school hours care service (TheirCare) for students and their families during school terms and on school holidays. Our key challenge is to continue to improve student outcomes and build achievement. Central to this is the continued development of consistent pedagogical approaches and a clear assessment schedule which enables teachers to meet students at their point of need. Literacy and numeracy are ongoing areas for development. The review recognised the work that has been done on development of instructional models for reading and numeracy and highlighted that there is a need at PHPS to investigate and implement a whole school writing model. In the coming years numeracy will focus on

	pedagogical knowledge development with the implementation of Mathematics 2.0. Formative and summative assessment practices continue to develop to enable staff to build point of need teaching opportunities within the classroom. Student voice and agency will be areas of development for all classrooms with a particular focus on student goals and feedback and reflection strategies. The review recognised the strength of existing wellbeing practices at PHPS and the reflection of this in student, parent and staff surveys. Further work can be done in this area by documenting a whole school behaviour approach.
Intent, rationale and focus	Over the next four years, we are committed to enhancing and delivering an innovative, engaging, and high-quality curriculum that fosters growth and achievement for every student. Our goal is to refine teaching practices and build teacher expertise in applying evidence-based, high-impact teaching strategies (HITS) within our established teaching and learning framework. We will prioritize integrating our school's instructional models to ensure consistent, high-quality instruction in every classroom. Through the PLC approach, we will enhance consistency and rigor in data literacy and assessment practices. Our priority areas over the next four years are: - To optimize learning growth for every student in literacy and numeracy throughout the school. - To enhance student voice and agency in the learning process. - To uphold high standards in teaching and learning by further developing the skills of our staff and middle leaders.

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Goal 1	Maximise student learning growth for every student in literacy and numeracy
Target 1.1	By 2028 improve the percentage of Year 3 and 5 students achieving 'exceeding' or 'strong' in NAPLAN proficiency levels for the domains of: Year 3 • Reading from 71% (2023) to 79% • Writing from 88% (2023) to 92% • Numeracy from 59% (2023) to 70% Year 5 • Reading from 65% (2023) to 75% • Writing from 71% (2023) to 80% • Numeracy from 71% (2023) to 78%
Target 1.2	By 2028, increase the percentage of Year 1-6 students assessed as being at or above expected growth on Victorian Curriculum Levels F-10: English • Reading from 80% (Semester 2, 2022 - 2023) to 84% • Writing from 77% (Semester 2, 2022 - 2023) to 83% Mathematics • Number and Algebra from 84% (Semester 2, 2022 - 2023) to 88% • Measurement and Geometry 86% (Semester 2, 2022 - 2023) to 90%
Target 1.3	By 2028 improve the percentage of positive endorsement on School Staff Survey (SSS) for the factors of: • Seek feedback to improve practice from 67% (2023) to 73% • Discuss problems of practice from 67% (2023) to 77% • Believe peer feedback improves practice from 83% (2023) to 88%

Target 1.4	By 2028 increase the percentage of positive endorsement for Year 4-6 students for the following factors on the student Attitudes to School Survey (AtoSS): • Sense of confidence from 80% (2023) to 85% • Motivation and Interest from 82% (2023) to 86% • Stimulating learning from 86% (2023) to 90%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance and embed staff capacity to consistently implement agreed teaching and learning practices.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Enhance staff capacity to use data and assessment practices to inform teaching and learning and collaborative goal setting at the students point of need.
Goal 2	To improve student engagement and wellbeing
Target 2.1	By 2028, increase the percentage of Year F-6 students assessed as being above expected level in the personal and social capability on Victorian Curriculum Levels F-10: • Personal and social learning progression point from 0% (2023) to 25%
Target 2.2	By 2028 increase the percentage of positive endorsement for Year 4-6 students for the following factors on the AtoSS:

	• Student voice and agency from 75% (2023) to 80% • Perseverance from 83% (2023) to 88%
Target 2.3	By 2028, increase the percentage of positive endorsement on SSS Teaching and Learning module for the factor of: • Use student feedback to improve practice from 83% (2023) to 87%
Target 2.4	By 2028 increase the percentage of positive endorsement on Parent/Carers/Guardians Opinion Survey (PCGOS) for the factors of: • Stimulating learning environment from 77% (2023) to 82% • Student agency and voice from 81% (2023) to 88%
Target 2.5	By 2028 • Reduce the percentage of Year F–6 students with 20 or more absent days from 33% (2023) to 28% • Improve the attendance rate from 91.2% to 95%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Establish and embed an agreed approach to develop students' agency in their learning and wellbeing.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to	

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.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	Continue to enhance the school's processes for supporting inclusion, health and wellbeing.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	