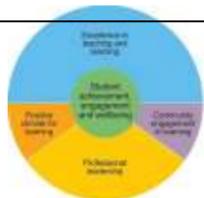


Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	..... Vicki Miles [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]
School council:	..... Donna Braden [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]
Delegate of the Secretary:	..... [name] [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus								
<p>The Pakenham Springs community is united in its quest to achieve high quality success in learning for <b>all students</b>. A collaborative and positive approach motivates the community to pursue greater success for student learning. Pakenham Springs is recognised for setting the standard in educational excellence.</p>	<p><b>Values:</b> The core value of RESPECT underpins the actions of the whole school community.</p> <p>Our actions are guided by:</p> <ul style="list-style-type: none"> <li>Respect for learning - valuing the acquisition of knowledge and skills</li> <li>Respect for relationships - valuing and acknowledging the differences in others</li> <li>Respect for self - valuing your own worth and individuality</li> </ul> <p>As a school we attempt to apply these to our everyday dealings with each other and in the development of our programs and policies.</p> <p>In our school community these values are demonstrated when, for example</p> <ul style="list-style-type: none"> <li>individual needs are recognised and goals are set accordingly</li> <li>every student is encouraged to achieve the mastery of essential learning</li> <li>teaching and learning programs encourage deep understanding and a sense of the importance of learning</li> <li>we support the learning and growth of all students in a caring environment</li> <li>we work together cooperatively and collaboratively towards the achievement of school goals</li> <li>we take pride in our personal and community achievements and act as responsible citizens</li> <li>we communicate with courtesy and treat each other fairly</li> <li>there is a strong supportive partnership between students, teachers, parents and the wider community</li> <li>we acknowledge each other's different beliefs and opinions</li> <li>students are achieving their personal best in all their endeavours</li> <li>students' self esteem and confidence allow them to take risks</li> </ul>	<p>Pakenham Springs Primary School was opened in 2008 and is located in a major growth corridor in outer eastern Melbourne in the local government area of Cardinia. The school is central to a community learning hub with a preschool, maternal child health centre and occasional care facility sharing the site. Modern architectural buildings provide flexible learning spaces and as the enrolment has rapidly grown, portable classrooms have been added. The grounds include play equipment, an oval, hard surface areas, quiet seating and a student vegetable garden. The school also has access to an adjoining community oval.</p> <p>The current enrolment is approximately 990 students. The overall socio-economic profile of the school is classified as mid and the proportion of students with English as an additional language is mid-high. The school has a program for students with disabilities (PSD). Most students who attend the school are from the local community.</p> <p>The school is an accredited Professional Learning Community. Teachers share professional practice and collaboratively plan power standards (essential skills and knowledge), assessment tasks, pacing guides showing sequential learning and intervention to cater for students who need additional support or challenge. There is a strong focus on ensuring each student progresses in the core areas of literacy and numeracy. Specialist classes are taught in physical education, the arts (visual and performing arts), languages (F-2) and information and communication technology (3-6). The school provides intervention support in literacy, oracy and numeracy. There are a range of excursions, camps, sports, concerts and extra-curricular programs. Personal skills are reinforced through the school values and <i>You Can Do It</i>. Student leadership and buddy programs enable students to experience leadership and mentoring roles.</p> <p>Partnerships are developed with the parent and wider community and also the onsite pre-school. The school wellbeing officer and chaplain connect with students and families and parent forums and information sessions are offered. Communication is enhanced through regular reporting, open night/afternoons, special events and celebrations of student learning. Also newsletters and Tiqbiz app keep parents informed.</p>	<p><b>Our Intent</b></p> <ol style="list-style-type: none"> <li>To improve learning growth for all students in literacy and numeracy.</li> <li>To strengthen student engagement in their learning and develop creative, curious and motivated learners.</li> <li>To have a safe, orderly and engaging learning environment where there are constructive and positive relationships between students, between staff and students, and between school and parents.</li> </ol> <p><b>Rationale</b></p> <ol style="list-style-type: none"> <li>A consistent, whole school approach to teaching and learning and the collection and analysis of data is necessary for improving student learning outcomes.</li> <li>If there is an increase in student responsibility and ownership in their learning then student motivation will increase.</li> <li>Supporting improved wellbeing outcomes for students is critical to learning success.</li> </ol> <p><b>Focus</b></p> <table border="1"> <tbody> <tr> <td><b>Excellence in teaching and learning</b></td> <td>Building practice excellence Curriculum planning and assessment</td> </tr> <tr> <td><b>Professional leadership</b></td> <td>Building leadership teams</td> </tr> <tr> <td><b>Positive climate for learning</b></td> <td>Empowering students and building school pride Setting expectations and promoting inclusion</td> </tr> <tr> <td><b>Community engagement in learning</b></td> <td>Building communities</td> </tr> </tbody> </table>	<b>Excellence in teaching and learning</b>	Building practice excellence Curriculum planning and assessment	<b>Professional leadership</b>	Building leadership teams	<b>Positive climate for learning</b>	Empowering students and building school pride Setting expectations and promoting inclusion	<b>Community engagement in learning</b>	Building communities
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<b>To maximise school resources (human financial, time space and materials) to enable optimum implementation of school goals and priorities.</b>	<b>Professional leadership</b> Building leadership teams	<b>Strategically design resource allocation to support school improvement goals and priorities.</b>	Improved performance in staff and parent surveys. Scores for Staff survey ( variables: staff satisfaction, professional growth) and parent survey ( school improvement, and general satisfaction) to be at or above state means.
	<b>Community engagement in learning</b> Building communities	<b>To build the capacity of staff to deliver on the key improvement strategies with the Annual Implementation Plan.</b>	

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