

School Strategic Plan 2022-2026

Pembroke Primary School (4937)



Submitted for review by Penelope Harris (School Principal) on 09 November, 2022 at 02:27 PM

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School Strategic Plan - 2022-2026

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School vision	<p>Pembroke Primary School is proudly a safe and welcoming school for everyone – regardless of gender, sexuality, cultural background or family circumstances. From the Marrung strategy, we ensure that all Koorie students achieve their learning aspirations. We believe everyone has a right to an excellent education. Student learning is at the centre of everything that we do. We work together to identify and support each student as an individual, to recognise and celebrate their unique talents and abilities, and support them to reach their potential as learners. At Pembroke Primary School, we want all of our students to become highly proficient in literacy and numeracy and possess the knowledge, behaviours and dispositions towards learning to be successful in the future.</p> <p>Pembroke Primary School's motto is 'Learning Together with Pride, Passion, Purpose and Persistence'. Through this motto, we aim to develop our students' capacity to demonstrate the following:</p> <p>Pride:</p> <ul style="list-style-type: none">- in themselves, their school and their community,- in their achievements and contributions,- to always strive for their personal best. <p>Passion:</p> <ul style="list-style-type: none">- to become curious, confident and independent learners,- to discover new interests and strengths by participating in a broad range of learning experiences,- to believe that their actions can affect positive change in both local and global contexts. <p>Purpose:</p> <ul style="list-style-type: none">- by understanding the importance and value of learning,- by demonstrating agency in, and ownership of, their learning,- by being an active and engaged learner. <p>Persistence:</p> <ul style="list-style-type: none">- to set goals and work hard to achieve them,- to show resilience when challenged,- to accept and respond to feedback to continually improve.
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<p>School values</p>	<p>The Pembroke Primary School community is guided by our behaviour values of Responsibility, Respect and Trustworthiness. The school actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed, feel connected to the school and their peers, and has agency in their learning. The school works collaboratively with students and parents/carers to establish fair and respectful policies and practices, based on the school's values. We are focused on promoting wellbeing in our school community to substantially improve social and emotional outcomes for our students, using the School-Wide Positive Behaviour Support (SWPBS) framework. This evidence-based approach provides effective ways to create a positive and engaging learning environment, and has research to show its success in promoting positive behaviour, improving school culture, and increasing academic performance.</p> <p>The school embraces and celebrates its diverse community and works proactively to ensure all students enjoy equitable access to the school's curriculum and co-curricular programs. Our staff uphold the Victorian public sector values of integrity, responsiveness, impartiality, accountability, respect, leadership and a commitment to human rights.</p>
<p>Context challenges</p>	<p>Pembroke Primary School opened on the 1st of November 1965. It is located in the township of Mooroolbark, on a 2.6-hectare treed site. Pembroke Primary School is a diverse and multicultural community, with students from various languages and socio-economic backgrounds.</p> <p>At Pembroke Primary School, we strive to create a safe, supportive environment where all members of our community can feel that they belong. We aim to build a learning environment where excellence is promoted and celebrated across all areas of the curriculum. Specialist programs are currently provided in STEM, The Arts, AUSLAN and Physical Education. In 2022, our workforce consisted of 1 Principal class, 7.0 EFT teachers, including a Learning Specialist, 2.1 ES staff members, 0.5 EFT Learning Tutor and a Chaplain 2 days a week. We currently have 79 students enrolled at the school. In 2022 we commenced a school run Out of School Hours program, running each day morning and afternoon.</p> <p>The small school environment is valued by the school community, particularly as this enables high levels of engagement and a variety of opportunities for learning and growth. This is further enhanced through excellent attendance data and a strongly articulated message that attendance is invaluable to learning. Whole school participation in curricula and extra-curricula activities help foster 'pride, passion, purpose and persistence', which are the cornerstones of Pembroke's school motto. These include the school production, choir, interschool and representative sports, whole school swimming program, Anzac Day Commemorative Visit to the Shrine and our Student Representative Council, leadership and camping programs. Students are also encouraged to develop their own lunchtime clubs and activities which include: singing, dancing, tigg, sports, colouring and gardening clubs.</p> <p>Our strong sense of community and connectedness to place is developed in a number of ways. Key elements include:</p> <ul style="list-style-type: none"> - respecting the diversity of our community and responding to their individual and collective needs, - seeking funding to implement projects which directly engage members of our community such as the Diversity Garden and Remnant Garden project, - connections with local community groups such as Migrant Information Centre, local church groups, St Vincent De Paul and local

	<p>council and volunteer groups, - the employment of a Multicultural Education Aide, interpreters and use of technology tools to support our families who speak languages other than English.</p> <p>Pembroke Primary School has implemented the School Wide Positive Behaviour Framework and participated in the Respectful Relationships Program. Pembroke Primary School currently has silver accreditation in SWPBS recognising our level of fidelity. Both of these programs have been integral to maintaining a positive and harmonious learning environment at Pembroke Primary School. Personnel such as the School Chaplain, Kids Hope mentors, DET Student Support Services provide a structure and process for referrals and additional assistance. The school also continues to connect strongly with external agencies and service providers to access a range of programs and assistance for families and students in need.</p>
<p>Intent, rationale and focus</p>	<p>At Pembroke Primary School, we believe that all students can learn and be successful. We believe that success can be defined in many ways and we focus on individual learning growth. To achieve this, teachers use student achievement data to identify the learning needs of their students and create differentiated programs to address them. Evidence-based approaches, informed by research, guide our teaching practices.</p> <p>The 2022-2026 Strategic Plan has highlighted six key improvement strategies to maximise student growth in literacy and numeracy and improve student engagement and wellbeing. These include:</p> <ul style="list-style-type: none"> - Develop the capacity of middle leaders to lead improvement through the PLC initiative - Build a consistent, whole school approach to the teaching of Mathematics - Embed high impact, evidence-based practices in the teaching of literacy - Implement School Wide Positive Behaviour Support with high levels of fidelity - Support students to develop the ability and will to positively influence their own learning and wellbeing outcomes - Strengthen learning partnerships through the provision of quality feedback mechanisms with students and their families <p>Victorian Department of Education policies, initiatives and evidence-based practices which will inform and support the achievement of the goals outlined in the strategic plan include:</p> <ul style="list-style-type: none"> - Professional Learning Communities initiative (PLCs) - Literacy Teaching Toolkit, Fountas & Pinnell Literacy Continuum and the use of high quality mentor texts (including the work of Jennifer Sarravallo) - Numeracy Teaching Toolkit, Primary Maths Specialist program recommended approaches (including the work of Peter Sullivan and Dianne Siemon) - School Wide Positive Behaviour Support initiative - FUSE Amplify Toolkit: Empowering students through voice, agency and leadership (OECD-Student Agency for 2030) <p>Pembroke Primary School is committed to continually developing the professional and leadership capabilities of all staff by:</p> <ul style="list-style-type: none"> - continuing our implementation of the SWPBS initiative and related professional development modules and action plans

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| | <ul style="list-style-type: none">- the employment of a learning specialist to model best practice, observe and provide feedback to teachers and facilitate school-based professional learning- the employment of a learning excellence leader to lead Disability Inclusion, Tutor Learning Initiative and support a multi-tiered approach to intervention- continuing to build the capacity of our Literacy and Numeracy leaders to lead professional learning, document curriculum and promote evidence-based pedagogical approaches- working with network schools to access greater opportunities for professional development, collaboration and moderation. |
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Goal 1	Maximise the learning growth for all students
Target 1.1	By 2026, increase the percentage of Year 5 students making above benchmark growth in NAPLAN: <ul style="list-style-type: none">• reading from 33% in 2021 to 35%• writing from 22% in 2021 to 25%• numeracy from 22% in 2021 to 25%
Target 1.2	By 2026, the percentage of Year 5 students in the top two NAPLAN Bands in <ul style="list-style-type: none">• numeracy from 9% in 2021 to 25%• writing from 9% in 2021 to 25%
Target 1.3	By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in: <ul style="list-style-type: none">• Numeracy: Number & Algebra from 63% (2021) to 85%• Speaking & listening from 79% (2021) to 85%• Writing from 65% (2021) to 85%
Target 1.4	By 2026, increase the percentage of Year 4-6 student positive endorsement for the Attitudes to School Survey stimulated learning from 73% in 2021 to 85%

Target 1.5	<p>By 2026 increase the percentage of positive endorsement to the School Staff Survey factors of:</p> <ul style="list-style-type: none"> • Academic emphasis from 70 % in 2021 to 85% in 2026 • Use student feedback to inform teaching practice from 80 % in 2021 to 85% in 2026 • Understand how to analyse data from 80% in 2021 to 85% in 2026
<p>Key Improvement Strategy 1.a 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>	Develop the capacity of middle leaders to lead improvement through the PLC initiative
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Build a consistent, whole school approach to the teaching of Mathematics
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Embed high impact, evidence-based practices in the teaching of literacy
Goal 2	To improve student wellbeing and engagement
Target 2.1	By 2026, increase the percentage of Year 4-6 student positive endorsement for the Attitudes to School Survey factors:

	<ul style="list-style-type: none"> • School Connectedness from 67% in 2021 to 85% • Student voice and agency from 64% in 2021 to 85% • Sense of confidence from 63% in 2021 to 85%
Target 2.2	By 2026, increase the percentage of positive endorsement to the School Staff Survey factor of Collective efficacy from 78% in 2021 to 85%
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Implement School Wide Positive Behaviour Support with high levels of fidelity.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Support students to develop the ability and will to positively influence their own learning and wellbeing outcomes.
Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen learning partnerships through the provision of quality feedback mechanisms with students and their families.