

School Strategic Plan 2018-2022

Pembroke Primary School (4937)



Submitted for review by Megan Ganter (School Principal) on 10 December, 2018 at 11:34 AM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 10 December, 2018 at 11:44 AM
Endorsed by Kerry Wakeham (School Council President) on 19 December, 2018 at 11:19 AM

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School vision	<p>Pembroke Primary School aims to provide a welcoming, safe and engaging learning environment for all members of the school community.</p> <p>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.</p> <p>At Pembroke Primary School, we want all of our students to become highly proficient in literacy and numeracy, as well as 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 student's capacity to demonstrate:</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
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	<p>- to accept and respond to feedback to continually improve</p>
<p>School values</p>	<p>The Pembroke Primary School community is guided by our behaviour values of Responsibility, Respect and Trustworthiness.</p> <p>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 voice and 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.</p> <p>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 approach. This evidence-based framework 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 a range of language 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 2018, our workforce consisted of 1 Principal class, 7.0 EFT teachers, including a leading teacher, and 2.4 ES staff members. We currently have 90 students enrolled at the school.</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, Elderly Citizens Home visits, interschool and representative sports, whole school swimming program, Book swap, Afternoon Reading Club, Rotary Speech Competition, Schools In Radio Program, ICAS Assessments, 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, tiggly, 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: Candlebark Nursery, Migrant Information Centre, local church groups, Montrose Rotary Club, St Vincent De Paul and local 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>In 2017, Pembroke Primary School began implementation of the School Wide Positive Behaviour Framework and participated in the Respectful Relationships Program. 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, School Psychologist and Speech Therapist 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>Pembroke Primary School staff are guided by the 4 'C's' of coherence (clarity, consistency, capacity and collaboration) to ensure:</p> <ul style="list-style-type: none"> - clarity of purpose, aligning our daily work to whole school goals and strategies outlined in our Strategic and Annual Implementation Plans - consistency in our approaches - capacity building of all staff members through high quality, research-based professional development - collaboration with one another, working together, both within the school and more broadly in our network, demonstrating high levels of professionalism. <p>The 2018-2022 Strategic Plan has highlighted six key improvement strategies for continued focus over the next three years. These aim to:</p> <ul style="list-style-type: none"> - Establish whole school, evidenced-based, HITS embedded pedagogical practice - Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning - Build a consistent, whole-school approach to reading - Implement and embed consistent, agreed whole school practices surrounding School Wide Positive Behaviour Support (SWPBS) - Develop teachers' capacity to use student voice, agency and leadership in students' learning through an authentic learning

	<p>partnership</p> <ul style="list-style-type: none">- Strengthen engagement with parents and the broader school community <p>Victorian Department of Education policies and initiatives which will inform and support the achievement of the goals outlined in the strategic plan include:</p> <ul style="list-style-type: none">- Victorian Teaching and Learning Model including: vision for learning, practice principles, pedagogical model and high impact teaching strategies (HITS)- Framework for Improving Student Outcomes (FISO), including the use of school improvement models- Literacy Teaching Toolkit- 'Amplify' Student Voice Practice Guide- Professional Learning Communities initiative (PLCs) <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 work with our SWPBS coach- the employment of a learning specialist to teach demonstration lessons, observe and provide feedback to other teachers and facilitate school-based professional learning- utilising Professional Practice days for teachers to observe, learn from others and refine their own practices- working with network schools to access greater opportunities for professional development, collaboration and moderation.
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Goal 1	To improve the learning growth of every student in literacy					
Target 1.1	By 2022 the percentage of Year 5 students assessed as making high growth in NAPLAN Reading, Writing and Numeracy will improve by 10 percent.					
	Area of Learning	2018 result	2019 target	2020 target	2021 target	2022 target
	Reading	27%	29.5%	32%	35.5%	37%
	Writing	10%	12.5%	15%	17.5%	20%
	Numeracy	0%	2.5%	5%	7.5%	10%
Target 1.2	By 2022 the percentage of Year 5 students assessed as making low relative learning gain in NAPLAN Reading, Writing and Numeracy will decrease by 10 percent.					
	Area of Learning	2018 result	2019 target	2020 target	2021 target	2022 target
	Reading	36%	33.5%	31%	28.5%	26%
	Writing	50%	47.5%	45%	42.5%	40%
	Numeracy	45%	42.5%	40%	37.5%	35%

Target 1.3	<p>By 2022 to increase the percentage of F-6 students at or above age appropriate level in the English language modes of Reading and Viewing and Writing and all three strands of Mathematics according to teacher judgement data.</p> <table border="1"> <thead> <tr> <th>Area of Learning</th> <th>% @ or above 2018 results</th> <th>2019 target</th> <th>2020 target</th> <th>2021 target</th> <th>2022 target</th> </tr> </thead> <tbody> <tr> <td>Reading and Viewing</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Speaking and Listening</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number and Algebra</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Measurement and Geometry</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Statistics and Probability</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Area of Learning	% @ or above 2018 results	2019 target	2020 target	2021 target	2022 target	Reading and Viewing						Writing						Speaking and Listening						Number and Algebra						Measurement and Geometry						Statistics and Probability					
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Key Improvement Strategy 1.b Curriculum planning and assessment	<p>Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.</p>																																										
Key Improvement Strategy 1.c	<p>Build a consistent, whole-school approach to reading.</p>																																										

Curriculum planning and assessment						
Goal 2	To improve the learning growth of every student in numeracy					
Target 2.1	By 2022 the percentage of Year 5 students assessed as making high growth in NAPLAN Reading, Writing and Numeracy will improve by 10 percent.					
	Area of Learning	2018 result	2019 target	2020 target	2021 target	2022 target
	Reading	27%	29.5%	32%	35.5%	37%
	Writing	10%	12.5%	15%	17.5%	20%
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Target 2.3	By 2022 to increase the percentage of F-6 students at or above age appropriate level in the English language modes of Reading and Viewing and Writing and all three strands of Mathematics according to teacher judgement data.					
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Key Improvement Strategy 2.a Curriculum planning and assessment	Establish whole school, evidenced-based, HITS embedded pedagogical practice.																																				
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Goal 3	To improve learning disposition, so that students become engaged, self-regulated learners.																																				
Target 3.1	By 2022 the percentage of positive responses in the AToSS in regard to the indicators in the table below will improve to 85%. <table border="1" data-bbox="315 1018 2195 1340"> <thead> <tr> <th>Dimension</th> <th>2018 Result</th> <th>2019 target</th> <th>2020 target</th> <th>2021 target</th> <th>2022 target</th> </tr> </thead> <tbody> <tr> <td>Learning confidence</td> <td>63%</td> <td>70%</td> <td>75%</td> <td>80%</td> <td>85%</td> </tr> <tr> <td>Resilience</td> <td>80%</td> <td>81.5%</td> <td>83%</td> <td>84%</td> <td>85%</td> </tr> <tr> <td>Motivation and interest</td> <td>78%</td> <td>80%</td> <td>81%</td> <td>83%</td> <td>85%</td> </tr> <tr> <td>Self-regulation and goal setting</td> <td>72%</td> <td>75%</td> <td>78%</td> <td>81%</td> <td>85%</td> </tr> <tr> <td>Attitudes to attendance</td> <td>85%</td> <td>≥ 85%</td> <td>≥ 85%</td> <td>≥ 85%</td> <td>85%</td> </tr> </tbody> </table>	Dimension	2018 Result	2019 target	2020 target	2021 target	2022 target	Learning confidence	63%	70%	75%	80%	85%	Resilience	80%	81.5%	83%	84%	85%	Motivation and interest	78%	80%	81%	83%	85%	Self-regulation and goal setting	72%	75%	78%	81%	85%	Attitudes to attendance	85%	≥ 85%	≥ 85%	≥ 85%	85%
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<p>Key Improvement Strategy 3.a Setting expectations and promoting inclusion</p>	<p>Implement and embed consistent, agreed whole school practices surrounding School Wide Positive Behaviour Support (SWPBS), as measured by the Tiered Fidelity Inventory.</p>
<p>Key Improvement Strategy 3.b Empowering students and building school pride</p>	<p>Develop teachers' capacity to use student voice, agency and leadership in students' learning through an authentic learning partnership.</p>
<p>Key Improvement Strategy 3.c Parents and carers as partners</p>	<p>Strengthen engagement with parents and the broader school community.</p>