

School Strategic Plan for Pearcedale Primary School 2015-2018



Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

Purpose

Pearcedale Primary School Mission Statement:

Our mission is to enrich and equip all students with knowledge, skills and strategies that empower them to be active life-long learners, productive community members and global citizens.

Pearcedale Primary School Vision Statement:

At Pearcedale Primary School students will...

- be provided with a nurturing environment where they value diversity, display empathy and are empowered to be confident and respectful of themselves.
- actively participate in a guaranteed curriculum and learn to set goals to further support their social, emotional and academic growth.
- use evolving technology as a tool to engage in a digital environment.
- work within their wider community, learning to both communicate and work collaboratively to become active participants/leaders within the global world.

Values

Courage: the ability to do something that challenges you.

We show courage by:

- Be brave as you meet new experiences or difficult situations
- Having a go at something that is difficult.
- Standing up for something you know is right
- Being persistent and not giving up.

Integrity: The quality of being honest and trustworthy

We show integrity by:

- Doing the right thing even when no one is watching
- Owning up, apologizing and fixing our mistakes

Excellence: Being the best you can be

We show excellence by

- Achieving the highest level you can in a specific area,
- Aiming high.

Acceptance: acknowledging and understanding other's differences.

We show acceptance by:

- Putting ourselves in someone else's shoes
- Being respectful to everyone
- Understanding that everyone is different.

Learning: gaining knowledge or skill by studying, practicing, being taught, or experiencing something

We can improve our learning by:

- Asking questions
- Listening
- Sharing ideas and knowledge
- Concentrating
- Not being afraid to get things wrong.

Environmental Context

One of Victoria's most community-connected schools, Pearcedale Primary School is located in a semi-rural setting on the edge of the Mornington Peninsula (60kms south-east of Melbourne's CBD). The school was established on the present site in 1908. Now, in 2014, the school has an approximate enrolment of 650 students (divided into 26 classes) and a workforce of 70 employees (including 30 part-time staff). The school also hosts the Pearcedale Facility for Deaf and Hearing Impaired Students, comprising of 21 students with moderate to profound hearing loss. These students are integrated into the school program and receive listening, speech and language training and support from Facility staff. The Student Family Occupation (SFO) index is consistently around 0.51. There are 11 students who qualify for additional support through the program for students with a disability (PSD) at the school.

The school offers a holistic approach to education that recognises the diverse needs of its students and the importance of tailoring teaching and learning to enable students to reach their potential. It also acknowledges the importance of an organised and effective approach to ensuring that the wellbeing needs of all students are met. The school is currently working towards becoming a "Kids Matter" school. A projected enrolment of in excess of 700 students is predicted in the next two years.

The school community takes great pride in the environment and facilities of the school. The school has committed substantial funding into resourcing and implementing up to date technologies throughout the school. It is highly anticipated that continued growth and development in this area will remain a priority for the school. A new Principal was appointed to the school last Term following the retirement of a long serving, well respected school leader.

The specialist areas of Music, Physical Education, Library, Art and ICT are a feature of the school. The combination of purpose built teaching spaces, great resources and highly skilled specialist teaching staff has contributed to the success and recognition of these programs. The school is justifiably proud of becoming

National winner of the Wakakirri Dance Competition.

In 2010 the school became a pilot school for Professional Learning Communities in Australia and began working towards becoming accredited which was achieved mid 2014.

The focus of Professional Learning Communities is on:

- Ensuring that Students Learn,
- A Culture of Collaboration and
- A Focus on Results.

This has brought about significant change to the way in which professional learning teams plan, deliver and assess the curriculum. In keeping with the school's Motto of "TEAM", the culture of collaboration is now well embedded into the school. All teams work together to ensure that all the students in their grade level are involved in the best learning environments. There is a shared responsibility for all students in a year level. A significant part of being a PLC is ongoing research into optimising the learning for students. As a result of being a PLC, the school has researched and implemented new programs which are having a great deal of success. Some of these programs include LEXIA Reading Program and the Phonemic Awareness Program.

The school has committed resources to ensuring that timely and targeted interventions are embedded into the weekly timetable to ensure success for all students.

The school also prides itself on providing a welcoming, caring and friendly environment. Parent participation is actively encouraged and the school community is seen as an integral part of the school. Parents participate in a wide range of school activities including assistance in classroom help, excursions and camps. The Parents and Friends Association raises significant funds for the school through events such as School Carnival, Twilight Market and Trivia Night.

Service Standards

- The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
- The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.
- The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
- All students will receive instruction that is adapted to their individual needs.
- Parents will be engaged regularly when their child does not behave in a socially acceptable manner.
- All teachers will provide timely and targeted feedback to students on their work.
- Student academic data will be utilized by teaching staff to drive teaching and learning within all classes.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes</p>	<ul style="list-style-type: none"> • Maximising levels of Student Performance in Literacy with a particular, Writing – Vocabulary and spelling • Maximising levels of student performance in 	<ul style="list-style-type: none"> • Increasing the AusVELS performance of all students years Prep to 6 by achieving a minimum of 20% of students achieving 12 months ahead of expected levels in English and 	<ul style="list-style-type: none"> • Documenting and implementing a clear and concise Assessment and Reporting Schedule for years Prep to 6 which informs more accurate teacher judgements. • Ensuring that all student

<p>encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>Mathematics with a particular focus on Number and Algebra – number facts and automatic response</p>	<p>Mathematics annually.</p> <ul style="list-style-type: none"> • NAPLAN Learning Growth data indicates that more than 20% of students are achieving high levels of growth from years 3 to 5 in all domains of English and Mathematics. 	<p>achievement data is moderated and undergoes an Internal Control Process twice per year.</p> <ul style="list-style-type: none"> • Development of Individual Learning Plans for 'at risk', extension and support students (a minimum of 6 per class). • Implementation of SPA as a data management and strategic planning tool. • Documentation and implementation of a Pearcedale Primary School Number Facts and Spelling/Vocabulary Teaching and Learning Program, years Prep to 6. • Incorporation of Booker Mathematics as a Mathematics teaching program on a consistent and whole school basis.
--	--	--	---

<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<ul style="list-style-type: none"> Maximising levels of Student Engagement, School Connectedness and Educational Provision and consequent increased levels of student achievement. 	<p>targets that focus on increasing all levels of the student Attitudes to School Survey to beyond the 60th percentile in Teaching and Learning and Connectedness and improving all means of the Parent Opinion Survey to beyond state mean levels annually.</p>	<ul style="list-style-type: none"> The school undertakes a 'Futures Search' process involving all stakeholders in order to develop and implement a Pearcedale Primary School Mission, Vision and Values statement and the consequent development and implementation of a Pearcedale Primary School Instructional Model. The undertaking of a curriculum audit of all programs and timetables and Individual Learning Plans and develop a more strategic program of timetabling and instruction based on the school Mission, Vision and Values and Instructional Model. Student leaders and school leadership to conduct focus groups with students and parents in
--	---	--	--

			<p>regard to attitudinal data and the development of recommendations for the future.</p> <ul style="list-style-type: none">• Development, documentation and implementation on a whole school basis of Science provision.• Implementation of a clear and concise Pearcedale Primary School staff capacity building program including professional development and teacher coaching based on the Pearcedale Primary School Instructional Model.
--	--	--	--

<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<ul style="list-style-type: none"> • To improve levels of student wellbeing on a whole school basis by delivering a consistent educational program years Prep to 6. 	<ul style="list-style-type: none"> • Improving student attitudinal data in Wellbeing and Relationships to above the 60th percentile. • Reducing student non-attendance to below state means at all year levels. • Ensuring parent opinion of Student Safety and Motivation is above state means annually. 	<ul style="list-style-type: none"> • Reviewing all Pearcedale Primary School policies in this domain in order to document and deliver revitalised whole school Student Health and Wellbeing programs which are incorporated in curriculum design and delivery years Prep to 6. • Conducting focus groups with students and parents in regard to improving attitudinal data in this area. • Implementing the Kids Matter program on a consistent, whole school basis.
--	--	---	---

<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<ul style="list-style-type: none"> • Maximising student learning outcomes by ensuring that all Human Resource processes are undertaken on a rigorous and consistent whole school basis. 	<ul style="list-style-type: none"> • Establishing benchmarks in staff opinion and satisfaction and improving these annually. • Improving parent perceptions of Parental Input and Improvement to levels approximating state means levels. 	<ul style="list-style-type: none"> • Revising all leadership positions and structures in the school with a view to ensure effective delivery of all programs in the new Strategic Plan. • Implementing a staff Performance and Development Plan that is based specifically on student learning growth years Prep to 6. • Reviewing the operation of PLT's to ensure consistency and accountability across all year levels.
---	--	---	---

School Strategic Plan 2014- 2017: Indicative Planner

<p>Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
Key Improvement Strategies		Actions	Achievement Milestone
		<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
<p>Achievement</p> <ul style="list-style-type: none"> • Documenting and implementing a clear and concise Assessment and Reporting Schedule for years Prep to 6 which informs more accurate teacher judgements. • Ensuring that all student achievement data is moderated and undergoes an Internal Control Process twice per year. • Development of Individual Learning 	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Investigate the SPA (or similar) program as a data management tool ▪ Review current reporting and assessment schedule and develop a revised Pearcedale Primary School reporting and assessment schedule ▪ Purchase a copy of Booker Mathematics for all Year level teams. ▪ Consistent timetabling and structure of numeracy and Literacy sessions on a weekly basis ▪ Develop consistent scope and sequence in Writing and Number & Algebra ▪ Development of assessment documents and protocols for 	<ul style="list-style-type: none"> ▪ Product demonstration of available options • “Published” Assessment and Reporting schedule that has been developed with staff input • Booker provided to all Year level teams • Work programs reflect the whole school time allocation of literacy and numeracy sessions. • Pearcedale Scope and Sequence chart is published. • Pearcedale model of moderation

<p>Plans for 'at risk', extension and support students (a minimum of 6 per class).</p> <ul style="list-style-type: none"> • Implementation of SPA as a data management and strategic planning tool. • Documentation and implementation of a Pearcedale Primary School Number Facts and Spelling/Vocabulary Teaching and Learning Program, years Prep to 6. • Incorporation of Booker Mathematics as a Mathematics teaching program on a consistent and whole school basis. 		<p>analysing and moderating data with a minimum of twice per year</p> <ul style="list-style-type: none"> ▪ Review of current recommendations/procedures for writing ILIP's ▪ Identify students who are 'at risk' or require plans to support 'extension'. Teacher PD to support their development. 	<p>and assessment is produced</p> <ul style="list-style-type: none"> • Audit of current procedures • PLT teams to identify students who require an ILIP for extension
	Year 2	<ul style="list-style-type: none"> ▪ Purchase and implement a data management program ▪ Implement Pearcedale Assessment and Reporting schedule ▪ Utilise Booker as the basis for numerical planning ▪ Develop ILIPs for all students "at risk" or "extension" in all classes ▪ 	<ul style="list-style-type: none"> ▪ Based on review of available options purchase as required a new data management system ▪ Evidence of Booker in teaching and learning ▪ Published assessment schedule • ILIPs for all students at risk or extension
	Year 3	<ul style="list-style-type: none"> ▪ ▪ ▪ Develop ILIP for all students ▪ 	<ul style="list-style-type: none"> ▪ ILIPS developed for all students based on their learning needs
	Year 4	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪
<p>Engagement</p> <ul style="list-style-type: none"> • The school undertakes a 'Futures Search' process involving all stakeholders in order to develop and 	Year 1	<ul style="list-style-type: none"> ▪ Utilising the Mission and values and embedding it into the school culture ▪ Review all school programs and develop a plan to implement only programs that match school values and mission ▪ Implement focus group meetings with students and parents 	<ul style="list-style-type: none"> ▪ Mission statement and values displayed throughout school. • Engagement programs operating in the school • Focus groups held once per term

<p>implement a Pearcedale Primary School Mission, Vision and Values statement and the consequent development and implementation of a Pearcedale Primary School Instructional Model.</p> <ul style="list-style-type: none"> • The undertaking of a curriculum audit of all programs and timetables and Individual Learning Plans and develop a more strategic program of timetabling and instruction based on the school Mission, Vision and Values and Instructional Model. • Student leaders and school leadership to conduct focus groups with students and parents in regard to attitudinal data and the development of recommendations for the future. • Development, documentation and implementation on a whole school basis of Science provision. • Implementation of a clear and concise Pearcedale Primary School staff capacity building program including professional development and teacher coaching based on the Pearcedale Primary School Instructional Model. 		<ul style="list-style-type: none"> ▪ Timetable science as a specialist area ▪ Develop the Pearcedale Instructional Model in Literacy and Numeracy 	<ul style="list-style-type: none"> • Science program operating successfully in the school • Instructional model has been developed in both Literacy and Numeracy
	Year 2	<ul style="list-style-type: none"> ▪ Audit all of the content of school programs to ensure that they are continuing to meet the schools fundamental goals ▪ Continue focus groups with students and parents with particular emphasis of Attitude survey and Parent survey ▪ Review and extend science program ▪ Embed the Instructional model throughout the school by providing PD and support to staff 	<ul style="list-style-type: none"> ▪ Completed checklist with recommendations for future modifications ▪ Implementation of appropriate changes based on focus group feedback ▪ Positive feedback from staff, students and parents through all appropriate surveys
	Year 3	<ul style="list-style-type: none"> ▪ ▪ ▪ Review and modify Instructional model as required. 	<ul style="list-style-type: none"> ▪
	Year 4	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪

<p>Wellbeing</p> <ul style="list-style-type: none"> • Reviewing all Pearcedale Primary School policies in this domain in order to document and deliver revitalised whole school Student Health and Wellbeing programs which are incorporated in curriculum design and delivery years Prep to 6. • Conducting focus groups with students and parents in regard to improving attitudinal data in this area. • Implementing the Kids Matter program on a consistent, whole school basis. 	Year 1	<ul style="list-style-type: none"> ▪ Review attitude to school data with students in Year 6 (Yr 5 children in 2014) ▪ Develop focus groups with students and parents in regard to attitudinal data ▪ Develop curriculum programs to assist student health and wellbeing ▪ Provide staff with PD in all aspects of the Kids Matter program ▪ PLT Leaders to ensure a consistent approach to all aspects of the whole school Kids Matter program 	<ul style="list-style-type: none"> ▪ Improvements in survey data data • A coordinated approach to student wellbeing consistently across the school.
	Year 2	<ul style="list-style-type: none"> ▪ Continue focus groups with staff and parents ▪ PLT Leaders to ensure a consistent approach to all aspects of the whole school Kids Matter program ▪ Develop curriculum programs to assist student health and wellbeing ▪ 	<ul style="list-style-type: none"> ▪ Increased attendance at Focus group meetings • Positive feedback regrading wellbeing programs across the school
	Year 3	<ul style="list-style-type: none"> ▪ PLT Leaders to ensure a consistent approach to all aspects of the whole school Kids Matter program ▪ Develop curriculum programs to assist student health and wellbeing ▪ ▪ 	<ul style="list-style-type: none"> ▪

	Year 4	<ul style="list-style-type: none"> ▪ PLT Leaders to embed a consistent approach to all aspects of the whole school Kids Matter program ▪ Continue to develop curriculum programs to assist student health and wellbeing ▪ ▪ 	<ul style="list-style-type: none"> ▪
<p>Productivity</p> <ul style="list-style-type: none"> • Revising all leadership positions and structures in the school with a view to ensure effective delivery of programs in the new Strategic Plan. • Implementing a staff Performance and Development Plan that is based specifically on student learning growth years Prep to 6. • Reviewing the operation of PLT's to ensure consistency and accountability across all year levels. 	Year 1	<ul style="list-style-type: none"> ▪ Develop and implement a new leadership structure in the school to ensure consistency. ▪ Develop a new PLT structure that ensures consistency of practice between classes and between teams ▪ Ensure that Leadership and Staff Performance and Development Plans are linked to the whole school strategic goals. ▪ Work with staff to develop Performance and Development Plans which are based specifically on student learning growth. ▪ 	<ul style="list-style-type: none"> ▪ A new leadership structure will be utilised for consistency in the school. • All staff Performance and Development plans are linked to the strategic goals
	Year 2	<ul style="list-style-type: none"> ▪ Revise and modify (if necessary) the leadership structure in the school. ▪ Review the PLT team structure and modify as required ▪ 	<ul style="list-style-type: none"> ▪
	Year 3	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪

	Year 4	<ul style="list-style-type: none">▪▪▪	<ul style="list-style-type: none">▪
--	-----------	---	---