

School Strategic Plan 2022-2026

Pearcedale Primary School (2961)



Submitted for review by Simon Anderson (School Principal) on 13 July, 2023 at 01:40 PM

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Awaiting endorsement by School Council President

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School vision	To create a learning community that inspires, challenges and supports all students to flourish under our guidance and to achieve their personal best and make a positive contribution to the world in which they live.
School values	<p>PPS Value Based Expected Behaviours</p> <p>Be SAFE Working, playing and moving carefully at school Keeping hands to self Using resources, property and furniture safely Accepting differences and diversity</p> <p>Show RESPECT Treating others the way you wish to be treated Using manners and respectful language Actively listening to others Respecting the personal space of others</p> <p>ASPIRE to be your best Having high expectations of myself and others Using a growth mindset Being ambitious and working towards my goals Being a positive role model</p> <p>Show COURAGE Trying new things and taking risks Actively participating and asking questions Standing up for others and being an up stander Accepting and learning from my mistakes</p>
Context challenges	Pearcedale Primary School is located in the City of Casey in the outer south- eastern suburbs of Melbourne approximately 60 kilometres from the Melbourne Central Business District. The school was founded in 1908. The school includes an indoor multi-

purpose hall and several rows of portable classrooms with central open spaces. The grounds consist of playground equipment areas, synthetic turf areas and gardens. Enrolments at the time of the review were approximately 780 students. The Student Family Occupation Education (SFOE) index was 0.352 in 2023. The staffing profile of the school includes a Principal, three Assistant Principals, five learning specialists, 50 full time equivalent (FTE) teachers, approximately 20 FTE Education Support (ES) staff, and office administration staff. The school provides a curriculum framework which has elements of differentiation that meets student needs. The school's specialist areas are Visual Arts, Physical Education, Performing Arts, STEM and AUSLAN. The school also hosts the Pearcedale Facility for Deaf and Hard of Hearing Students, comprising of 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.

As identified in the 2023 School Review and agreed upon by School Council, Pearcedale Primary School has identified a number of key challenges moving forward:

- Student achievement in literacy and numeracy

Staff professional learning will focus on literacy and numeracy through the allocation of staff meeting time and curriculum days. Mentors will be assigned for second year graduate teachers to continue the development of teaching practices beyond Victorian Institute of Teaching (VIT) accreditation. The school will ensure induction practices include a systematic approach to providing professional learning on the implementation of spelling, writing, CLOSE reading. There will be a whole school focus on differentiation particularly in numeracy teaching.

- Instructional leadership to impact classroom practice

The school will continue to use team leaders and learning specialists to observe lessons, provide feedback, model lessons to build capacity of staff. The school will continue to develop the use of the Gradual Release of Responsibility teaching and learning model along with the use of the HITS to provide the framework for instructional practices for staff.

- Enhance teacher learning by strengthening PLC teams

The former operating systems of a Professional Learning Community have been vastly impacted by staff attrition over the course of the review period. Focus will now shift to again embedding these processes for all staff to enhance student growth.

- Activating student voice and agency

Staff will develop a shared understanding of the impact of effective student voice and agency. Leaders and teachers will enhance the way students plan, monitor, evaluate their learning and solve problems independently, supported by critical thinking tools, strategies and processes, feedback and scaffolding appropriate to specific learning needs. Staff will develop feedback and self-assessment practices with consistency and within a feedback loop. This would include improving the way leaders and teachers adapt their teaching and learning strategies in response to feedback from student-led conferences.

- A consistent whole school approach to building student wellbeing, resilience and positive behaviour.

	<p>The school leaders will strive to improve the way staff in teams actively monitor student wellbeing through data analysis and engaging with students and their families/carers. Staff will identify and embed practices and processes that promote positive wellbeing with the support of a full time Wellbeing leader and a Learning Specialist in charge of Well-being</p> <p>.</p> <p>There is a need to strengthen:</p> <ul style="list-style-type: none"> *introducing a formal wellbeing assessment which can determine the effectiveness of the whole school behaviour program *implementing student led conferences <p>Through the review and reflection processes, Pearcedale Primary School has noted inconsistencies in the implementation of practices within some classrooms. It has also been agreed that building student ownership for their learning had not yet been fully embedded. There was variation across the school in the use of high-impact teaching strategies, such as feedback and goal-setting. This impacted the extent to which students were challenged and were able to achieve high growth. Greater consistency of practice, especially with the use of high-impact teaching strategies as well as building student agency are areas need to be fully developed.</p>
<p>Intent, rationale and focus</p>	<p>At Pearcedale Primary School we are trying to achieve greater consistency of best practice in Literacy and Numeracy across the school. We aim to achieve this through embedding the whole school Instructional Practice Model and agreed Assessment Practices for Literacy and Numeracy. All teachers will strive for school wide pedagogical consistency and increased depth of curriculum knowledge. All teachers will pursue and share evidence-based research, expertise, experience and knowledge in their active engagement in Professional Learning Communities. Together with quality data analysis, this knowledge will be used to inform planning and the choice of key strategies within priority areas. All teachers will collaboratively plan, sequence and structure high quality lessons as guided by the Victorian Curriculum. Whole school priorities and agreed approaches to teaching, learning and assessment will be a focus in all classrooms. Pearcedale Primary is working towards a consistent whole school approach to building student wellbeing, resilience and positive behaviour.</p> <p>The application of the 10 high-impact teaching strategies creates consistency across the school and improves student achievement . We utilise Learning Specialists and Team Leaders to built teacher capacity with a strong focus on school priorities. A Professional learning community, that meets regularly, shares expertise, and works collaboratively improves teaching skills and the academic performance of students. The use of the 4 guiding questions enables assessment reflection and directs future learning. To complement the focus on consistent practice in Literacy and Numeracy, we want to provide more opportunities for authentic learning through a considered focus on Student Agency and Voice. This will provide a greater level of student engagement in their own learning and for students to take ownership and responsibility to become more independent and self-regulatory learners. A consistent whole school approach to building student wellbeing, resilience and positive behaviour will result support students to self-regulate, build positive relationships and reach their full potential.</p> <p>At the conclusion of our 4 year strategic plan, we believe we will have:</p> <ul style="list-style-type: none"> • a consistent whole school approach to building student wellbeing, resilience and positive behaviour.

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| | <ul style="list-style-type: none">• improved student achievement in literacy and numeracy• instructional leadership that has impacted classroom practice• strengthened PLC teams• activated student voice and agency |
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Goal 1	To improve student literacy and numeracy achievement.
Target 1.1	<p>NAPLAN Achievement and Benchmark growth (To be determined from the NAPLAN 2023 data)</p> <p>Year 3 and Year 5</p> <ul style="list-style-type: none">• By 2026, increase the percentage of students in the <i>Exceeding and Strong</i> levels of achievement in reading from xx% (2023) to xx% (2026)• By 2026, increase the percentage of students in the <i>Exceeding and Strong</i> levels of achievement in writing from xx% (2023) to xx% (2026)• By 2026, increase the percentage of students in the <i>Exceeding and Strong</i> levels of achievement in numeracy from xx% (2023) to xx% (2026).
Target 1.2	<p>School Staff Survey (SSS) Modules</p> <p><i>School Climate Module</i></p> <ul style="list-style-type: none">• By 2026 increase the percentages of positive staff responses to the <i>Collective efficacy</i> factor from 67% (2022) to 80%. <p><i>School Leadership</i></p> <p>By 2026 increase the percentages of positive staff responses to the following factors:</p> <ul style="list-style-type: none">• <i>Instructional leadership</i> from 65% (2022) to 75%

	<ul style="list-style-type: none"> • <i>Leading change</i> from 50% (2022) to 66%.
Target 1.3	<p>Attitudes to School Survey (AtoSS)</p> <ul style="list-style-type: none"> • By 2026 increase the percentages of positive student responses to the <i>Motivation and interest</i> factor from 71% (2022) to 78%. • By 2026 maintain the high performance in <i>Differentiated learning challenge</i> at 88% (2022) or higher.
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Embed teacher knowledge and practice of the High Impact Teaching Strategies to provide challenge at student point of need learning.
<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 teaching capability to improve teaching and learning through agreed structures and processes for coaching and classroom observations.
<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>	Build the capabilities of the instructional leaders to improve classroom practice.
<p>Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum</p>	Strengthen the capacity of the Professional Learning Communities teams to impact teaching and learning.

and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	To improve student engagement and wellbeing.
Target 2.1	<p>Attitudes to School Survey (AtoSS)</p> <p>By 2026 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • <i>Student voice and agency</i> from 74% (2022) to 78% • <i>Perseverance</i> from 71% (2022) to 75% • <i>Sense of connectedness</i> from 78% (2022) to 82%.
Target 2.2	<p>School Staff Survey (SSS) Teaching and Learning Practice Implementation</p> <p>By 2026 increase the percentages of positive staff responses to the <i>Promote student ownership of learning goals</i> factor from 72% (2022) to 79%.</p>
Target 2.3	<p>Parent, Caregiver Guardian Opinion Survey (PCGOS)</p> <p>By 2026 increase the percentages of positive parent responses to the following factors:</p> <ul style="list-style-type: none"> • <i>Student agency and voice</i> from 81% (2022) to 85% • <i>Student motivation and support</i> from 75% (2022) to 79% • <i>Stimulating learning environment</i> 83% (2022) to 85% • <i>Effective teaching</i> from 79% (2022) to 82%.

<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen teacher knowledge to be able to activate learner voice and agency so that students can be active partners in learning.</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop and implement a cohesive and consistent whole school approach to building student wellbeing, resilience and positive behaviour.</p>