



Melton West Primary 5036
School Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Michelle Costa [date][name].....[date][name].....[date]
School council: Janet Young [date][name].....[date][name].....[date]
Delegate of the Secretary: Anne Fox [date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Mission It is the mission of Melton West PS to work collaboratively to ensure high levels of learning for all.</p> <p>Vision Our vision is to be an effective Professional Learning Community where collaboration, collective responsibility and a focus on improving student outcomes drives the work. Through ensuring a consistency of high quality teaching practice in every learning space, including digital pedagogies we will have resilient students who are engaged and have input into their education through personalised learning and goal setting and who have an unwavering belief that they can learn. We will develop respectful partnerships between students, teachers and parents. We will create the leaders of tomorrow, today.</p>	<p>Melton West Primary School has the current values of:</p> <p>I. Communication At MWPS we communicate openly and honestly in different ways ensuring our message is understood.</p> <p>II. Respect At MWPS we care for each other and our school by accepting and valuing each other's differences.</p> <p>III. Trust At MWPS we believe in, and rely on, each other for support and honesty.</p> <p>IV. Teamwork At MWPS we work together and help each other achieve our goals.</p> <p>We will work with our community to ensure these remain relevant and embedded in our everyday interactions in order to achieve our school goals.</p>	<p>Melton West Primary School has a large proportion of students from low socioeconomic and high Language Other Than English (LBOTE) background families and consistently has a significant number of students transferring in and out of the school throughout the school year. The level of social disadvantage and high transiency is an ongoing challenge for the school but we are committed to continuing to work on delivering an engaging curriculum program that maximises the learning opportunities for all students to succeed.</p>	<p>Intent Melton West Primary School will commit to continuing its focus on improving outcomes for students through having high expectations for all, a focus on results and in particular the growth gains for all students. The teaching staff together with the Leadership Team will work in collaboration to achieve improved student outcomes. We will ensure the curriculum is engaging and will continue embedding a consistent approach to instructional practice across the school. All staff will maintain high expectations of all students and learning opportunities for both students and staff will enable the school to continue to define itself as a professional learning community.</p> <p>Rationale <i>The review was based on the following Terms of Reference:</i></p> <ol style="list-style-type: none"> 1. Examine to what extent there is a whole school understanding of effective and consistent teaching and learning practices that promote and support improvement in student outcomes? 2. To what extent is data understood, analysed and used effectively to inform planning for teaching and learning and to monitor student growth with particular focus on Reading and Numeracy? 3. Determine how successfully current school processes and structures support and promote students engagement and wellbeing, and contribute to the creation of a safe and orderly environment? 4. To what extent does the school utilise resources to build respectful partnerships with parents and the wider community, and support the development of a positive school culture? <p><i>The keys goals prioritised are:</i></p> <ol style="list-style-type: none"> A. To improve literacy and numeracy outcomes for all students B. To embed a safe and orderly learning environment. C. To engage students in ownership of their learning. <p>Focus The school will particularly focus on the delivery of significantly improved literacy and numeracy outcomes over the Strategic Plan period.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve literacy and numeracy outcomes for all students	Excellence in teaching and learning	1. Build consistent instructional practice in reading	<p>NAPLAN:</p> <p>Year 3</p> <p>Increase the average percentage of students achieving in the top two bands:</p> <ul style="list-style-type: none"> • Reading from 20% (2017) to 30% (2021) • Writing from 13 % (2017) to 23% (2021) • Numeracy from 8% (2017) to 20% (2021) <p>Decrease the average percentage of students achieving in the bottom two bands:</p> <ul style="list-style-type: none"> • Reading from 23% (2017) to 13% (2021) • Writing from 14% (2017) to 8% (2021) • Numeracy from 39% (2017) to 25% (2021) <p>Year 5</p> <p>Increase the average percentage of students achieving in the top two bands:</p> <ul style="list-style-type: none"> • Reading from 15% (2017) to 25% (2021) • Writing from 3% (2017) to 12% (2021) • Numeracy from 29% (2017) to 35% (2021) <p>Decrease the average % of students achieving in the bottom two bands:</p> <ul style="list-style-type: none"> • Reading from 44% (2017) to 25% (2021) • Writing from 34% (2017) to 25% (2021) • Numeracy from 30% (2017) to 22% (2021) <p>Relative Growth Year 5</p> <p>Increase the average % of students achieving high growth:</p> <ul style="list-style-type: none"> • Reading from 20% (2017) to 30% (2021) • Writing from 12% (2017) to 20% (2021) • Numeracy from 12% (2017) to 20% (2021) <p>Decrease the average % of students achieving low growth:</p> <ul style="list-style-type: none"> • Reading from 38% (2017) to 23% (2021) • Writing from 31% (2017) to 25% (2021) • Numeracy from 34% (2017) to 25% (2021) <p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> • Collective Efficacy from 44% (2017) to 60% in (2021) • Academic Emphasis from 42%(2017) to 60% in (2021) • Instructional Leadership from 70% (2017) to 80% in (2021)
	Building practice excellence	2. Build capacity of teams to use data at teacher, team and whole school level to measure impact of differentiation	
		3. Continue to build capacity of middle leaders to lead Professional Learning Teams	

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To embed a safe and orderly learning environment.	Professional leadership Building leadership teams	<ol style="list-style-type: none"> 1. Consistent implementation of the School Wide Positive Behaviour Support 2. Consistent implementation of the Berry Street Education Model 3. Embed the social and emotional curriculum across the school 	<p>Student Attitudes To School Survey:</p> <ul style="list-style-type: none"> • Stimulating Learning – Increase from 90% in 2017 to at/above 95% in 2021 • Student Safety – Increase from 88% in 2017 to at/above 92% in 2021
To engage students in ownership of their learning.	Positive climate for learning Empowering students and building school pride	<ol style="list-style-type: none"> 1. Improve overall student attendance 2. Building the capacity of students and teachers to give, receive and respond to feedback 	<p>Attendance data:</p> <ul style="list-style-type: none"> • By the end of 2021 the student absences averages will have decreased from 18 to 13 days. <p>Students Attitudes To School Survey:</p> <ul style="list-style-type: none"> • Learning Confidence - Increase from 87% in 2017 to at/above 92% in 2021

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