

School Strategic Plan 2021-2025

Melton West Primary School (5036)



Melton West

PRIMARY SCHOOL

Submitted for review by Michelle Costa (School Principal) on 10 April, 2022 at 10:16 AM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 12 May, 2022 at 07:29 AM

Endorsed by Dan Wood (School Council President) on 12 May, 2022 at 09:56 AM

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<p>School vision</p>	<p>We are an inclusive learning community where students, families and staff collaborate to celebrate diversity, nurture curiosity, and encourage each other to achieve and grow as life-long learners.</p>
<p>School values</p>	<p>Our school community participated in a rigorous process to determine the values that will support us working together to achieve our goals.</p> <ul style="list-style-type: none"> • Respect • Kindness • Teamwork • Honesty • Resilience • Communication
<p>Context challenges</p>	<p>Melton West Primary School continues to grow and develop as a professional learning community, where our unrelenting focus on learning, collaboration and results underpin our work, the way we work together and our drive to improve learning outcomes for all.</p> <p>We have proven that by working as a strong and dynamic professional learning community we can, and have, increased staff knowledge and belief in themselves as highly skilled educators, who understand the work and are committed to the children they work with. The challenge we face is ensuring that we are able to maintain and build upon this as new staff join the team and as middle leaders move on and upwards – a natural progression for the profession.</p> <p>After completing the self-evaluation and school review the following have also been identified as our ongoing challenges that we need to focus on in the new strategic plan:</p> <ul style="list-style-type: none"> • Literacy and Numeracy, particularly improving learning growth and ensuring we increase the number of children achieving in the top 2 bands • Increasing the rigour of the learning tasks we set for our students, so that they are differentiated to needs of individuals • Continue monitoring and reflecting on the guaranteed and viable curriculum • Broadening the use of the High Impact Teaching Strategies (HITS) • Developing the authentic use of student voice, agency and leadership including having students think about themselves as learners who are curious, who ask questions, who are confident to challenge, respectfully and who can articulate what it is they want to learn about, how they want to learn and why • Effectively improving staff's data literacy skills so that they are acutely aware of each child's next level of learning and plan

	<p>accordingly</p> <ul style="list-style-type: none"> • Reinenergizing the use of peer observations as a strategy for reflecting on and improving teacher practice, whilst receiving feedback and affirmation of skills teachers display • Continuing our work on student wellbeing and mental health, by recording what we already do so well and identifying where and how we can improve. • Exploring the connection of using critical and creative thinking as engagement strategies in Literacy and Numeracy, rather than as separate, unconnected subjects. • Evaluating the impact of teaching including engagement strategies on learning <p>The cohorts that are under-represented in our data, and will therefore need to be focus during this strategic plan, are:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students: <ul style="list-style-type: none"> o the top 2 bands and learning growth for NAPLAN, as well as above expected teacher judgement growth o and the School safety domain, sense of connectedness and sense of confidence in the Attitude to School Survey • Equity funded students: <ul style="list-style-type: none"> o the top 2 bands and learning growth for NAPLAN, as well as above expected teacher judgement growth • Students from an English as Additional Language background: <ul style="list-style-type: none"> o the top 2 bands and learning growth for NAPLAN, as well as above expected teacher judgement growth
<p>Intent, rationale and focus</p>	<p>At Melton West Primary School we are aiming to:</p> <ol style="list-style-type: none"> 1. Improve student learning outcomes, in both literacy and numeracy; 2. Improve student voice , agency and leadership, so they are engaged, authentically in their learning; 3. Improve the wellbeing of all students, including their mental wellbeing. <p>We believe these are the areas we need to focus on because:</p> <ol style="list-style-type: none"> 1. Although we had a slight increase in the number of students in the top 2 bands for Year 3 and Year 5 in Reading, after a relentless focus on Reading, the number of Year 3 students remaining in the top 2 bands after 2 years decreased. We need to work on increasing the number of students achieving high growth, whilst decreasing the number of students achieving low growth. Our work on Reading needs to be ongoing, whilst also focusing on Numeracy to ensure that our students achieve well in both areas. We will do this through ensuring we differentiate the learning for students by incorporating deep levels of thinking and application and ensuring there is rigour in the tasks set. 2. In order to authentically engage students with their learning, we need to give them the opportunity to have agency of what and how they learn and voice to things that are important to them to show them they can make a difference and have influence and input to their individual learning journeys. By truly engaging the students in their learning will improve their attendance, an area we have continued to struggle to influence 3. Although we have had an effective approach to wellbeing through our ongoing training of trauma-informed education model and a whole school approach to positive behaviour, we know that the past few years of disrupted learning due to the pandemic

	<p>means that for some students their mental health may have been affected. We will take this opportunity to review our current practices to determine whether they are fully embedded across the school and to identify any gaps that may exist.</p>
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Goal 1	To improve student learning.
Target 1.1	<p>By 2025 the percentage of students in the NAPLAN top two bands for:</p> <p>Numeracy:</p> <ul style="list-style-type: none">• Year 3 will have increased from 9% (2021) to 26% or above (2025)• Year 5 will have increased from 13% (2021) to 20% or above (2025) <p>Reading:</p> <ul style="list-style-type: none">• Year 3 will have increased from 28% (2021) to 46% or above (2025)• Year 5 will have increased from 27% (2021) to 35% or above (2025) <p>Writing:</p> <ul style="list-style-type: none">• Year 3 will have increased from 26% (2021) to 42% or above (2025)• Year 5 will have increased from 10% (2021) to 15% or above (2025).
Target 1.2	<p>By 2025 the percentage of Year 5 students making high benchmark growth will have increased:</p> <ul style="list-style-type: none">• Numeracy high benchmark growth from 17% (2021) to 22% or above (2025)• Reading high benchmark growth from 24% (2021) to 27% or above (2025)• Writing high benchmark growth from 12% (2021) to 18% or above (2025).
Target 1.3	<p>By 2025 the following School Staff Survey factors will have increased:</p> <ul style="list-style-type: none">• Academic emphasis from 84% (2021) to 89% or above (2025).

	<ul style="list-style-type: none"> • Understand curriculum from 93% (2021) to 95% or above (2025). • Plan differentiated learning activities from 98% (2021) to 100% (2025). • Collective efficacy from 90% (2021) to 93% (2025). • High impact teaching strategies from 98% (2021) to 100% (2025).
Target 1.4	<p>By 2025 the following Attitude To School Survey (students) factors will have increased</p> <ul style="list-style-type: none"> • Differentiated learning from 96% (2021) to 98% or above (2025) • Stimulating learning from 91% (2021) to 93% or above (2025).
Key Improvement Strategy 1.a Building practice excellence	Develop the capacity of teachers to design differentiated learning programs which explicitly build deep levels of thinking, application and rigour.
Key Improvement Strategy 1.b Evaluating impact on learning	Strengthen the capability of teachers to evaluate the impact of teaching practices on learning.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Embed teacher capacity to use HITS.
Goal 2	To improve student engagement, voice, agency and leadership.
Target 2.1	<p>By 2025 the following Attitude To School Survey (students) factors will have increased:</p> <ul style="list-style-type: none"> • Attitudes to attendance from 91% (2021) to 94% or above (2025) • Sense of confidence 83% (2021) to 87% or above (2025) • Student voice and agency 84% (2021) to 88% or above (2025).

Target 2.2	By 2025 the number of absence days will have decreased from 24.41 (2020) to 18.5 (2025).
Target 2.3	By 2025 reduce the percentage of student with 20 or more days absent from 45 per cent (2020) to 30 per cent (2025).
Key Improvement Strategy 2.a Instructional and shared leadership	Build instructional leadership capabilities to activate and support student voice and agency.
Key Improvement Strategy 2.b Empowering students and building school pride	Enable authentic student voice to provide opportunities for students to collaborate and make decisions around their learning.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Strengthen student learning opportunities that are challenging, engaging and promote curiosity.
Goal 3	To improve student wellbeing and mental health.
Target 3.1	By 2025 increase the positive endorsement on the student, staff and parent perspective: <ul style="list-style-type: none"> • Attitude To School Survey (students) —students feel connected to school from 84% (2021) to 88% or above (2025) • Parent Opinion Survey—general satisfaction from 79% (2020) to 84% or above (2025) • School Staff Survey—school climate from 91% (2021) to 94% or above (2025).
Target 3.2	By 2025 the following Attitude To School Survey (students) factors will have improved: <ul style="list-style-type: none"> • Managing bullying from 88% (2021) to 92% or above (2025) • Advocate at school from 94% (2021) to 97% or above (2025) • Respect for diversity from 88% (2021) to 92% or above (2025).

Key Improvement Strategy 3.a Building practice excellence	Build staff capacity in the delivery of the personal and social development curriculum.
Key Improvement Strategy 3.b Empowering students and building school pride	Implement strategies to foster resilience, positive behaviour and wellbeing.
Key Improvement Strategy 3.c Health and wellbeing	Engage students in the development of wellbeing initiatives.