

Mount Beauty Primary School Strategic Plan 2018-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	..... Carolyn Serpell [date]	.....[name]	[date]	.....[name].....	[date]
School council:	..... Bronwyn Gray [date]	.....[name]	[date]	.....[name].....	[date]
Delegate of the Secretary:	..... Jody Grimmond [date]	.....[name]	[date]	.....[name].....	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Mount Beauty Primary School, our vision is to empower our students to embrace learning, act with kindness, demonstrate resilience and take pride in themselves, their school and community.</p>	<p>At Mount Beauty Primary School, it is an expectation that we show Respect for Self, Others and the Environment.</p> <p>Our values of Pride, Resilience and Kindness underpin our vision and whole school expectations.</p>	<p>While the school has made considerable progress in developing a whole school teaching framework in literacy, the impact of this is not evident in the Year 5 NAPLAN and learning gain data. As a result, improving student achievement and in particular the learning gain between Years 3-5 is a key challenge in the new strategic plan. Developing a whole school approach to the teaching of Numeracy is also a key focus due to an observed downward trend in achievement at Year 5 from 2014-2016.</p> <p>An upward trend in the Parent Survey data has been positive, however our student absences remain high and more work is required to improve parent engagement in student learning.</p> <p>Student engagement and well-being also remains an area for continued focus. While school connectedness, student learning and teacher effectiveness were at or above state mean, variation between cohorts has our school performing below the state average for the four-year average. Our school is also performing below the state mean for student relationships and well-being, with girls scoring significantly lower than boys do.</p> <p>As the school continues to grow, the need to consider leadership positions or responsibilities has also grown. Creating an organisational structure that enables the effective implementation of the strategic plan and review recommendations, remains an ongoing goal. This needs to include responsibility for instructional leadership, student well-being and engagement with families, in order to progress our vision, values and culture.</p>	<p>To fully align with FISO to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.</p> <p><u>Theory of Action</u></p> <p>If staff have a better understanding of, and alignment with FISO, it is expected that they will be able to provide clearer, well-structured and effective curriculum programs for students and improve student outcomes. This will entail a clear focus on building excellence in teaching and learning, professional leadership and the development of a positive school climate with community engagement.</p> <p>Effective leadership leads to higher competencies in planning, coordinating and evaluating teaching and the curriculum.</p> <p>The continuation to the strong focus on building teacher capacity in their knowledge, understanding and application of curriculum content, pedagogy and data literacy, will allow further opportunity to improve student learning outcomes at the school.</p> <p>Strong home/school partnership especially in relation to high expectations, school vision and values, engagement in learning, communication, feedback and behaviour management will assist the promotion of a positive school climate for learning.</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)
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Established, clearly defined pathways for learning with strong links to planning, instruction and assessments.

Excellence in Teaching and Learning

- Curriculum & Assessment
- Building Practice excellence
- >Evidence-based high impact teaching strategies
- >Evaluating impact on learning

- Strengthen implementation of current whole school curriculum pathways in literacy and numeracy
- Establish a whole school instructional framework for the delivery of numeracy (with a focus on problem solving)
- Develop a structured approach to building teacher capacity in the delivery of curriculum pathways
- Review the assessment schedule to enhance data analysis that informs teaching

Maintain or increase the % in the top 2 bands of student cohorts as they move from year 3 to year 5.

	YEAR 3 (2017>2021)	YEAR 5 (2017>2021)
READING	26%>30%	28%>30%
WRITING	31%>35%	13%>35%
SPELLING	26%>30%	13%>30%
GRAMMAR & PUNCTUATION	56%>60%	17%>60%
NUMERACY	37%>40%	21%>40%

- Increased proportion of students achieving medium/high gain in Writing, Spelling and Mathematics for NAPLAN Relative Growth to be at 75% by 2021.

DOMAIN	YEAR 3 – 5 Relative Growth 2017		Target
	Medium	High	2017>2021
READING	30%	20%	50 >75%
WRITING	26.3%	10.5%	37 >75%
SPELLING	52.6%	5.3%	58 > 75%
GRAMMAR & PUNCTUATION	63.2%	10.5%	74 > 75%
NUMERACY	47.4%	15.8%	63 > 75%

- Maintain or increase the proportion of students achieving above expected achievement and decrease the proportion of student working below expected achievement level in Writing and Mathematics.

DOMAIN (based on 2016 data)	Teacher Judgement Prep-6	
	Above Expected Level	Below Expected Level
Writing	27% > 30%	3.8% > maintain below 10%
Mathematics	12.9% > 30%	1.8% > maintain below 10%

Maintain or improve school mean to be at/above 85% in School Staff Survey

Climate

- Collective Focus Student Learning (93.8% in 2017)
- Guaranteed and Viable Curriculum (85%)

Professional Learning

- Applicability of Professional Learning (92.3%)

School Leadership

- Instructional Leadership (78.3%)

Maintain or improve positive endorsement on Student Opinion Survey to be at/above 85%

2017 benchmark

- Effective teaching time 84%
- Stimulated Learning 76%
- Learning Confidence 83%

Maintain or improve positive endorsement on Parent Opinion Survey to be at/above 85%

2017 benchmark

- Stimulating Learning 81%
- Effective teaching 80%

<p>Strengthened partnerships that promote a positive school climate for learning.</p>	<p>Positive school climate -Empowering students and building school pride >Health and Wellbeing - Setting expectations and promoting inclusion >intellectual engagement and self-awareness</p> <p>Community engagement - Parents and carers as partners</p>	<ul style="list-style-type: none"> • Enhance school pride and a positive culture through student voice and active engagement with all stakeholders (review of school vision and mission) • Promote communication and partnerships with regard to student engagement and wellbeing (Student Engagement Guidelines /Behaviour) • Implement a strategy to strengthen partnerships of families in student learning 	<p>Reduce Student Absences from 29% in 2016 to 19% in 2021 In 2016 the percentage of students with 20 or more absence days was 29% compared with 19% in similar schools.</p> <p>Maintain or improve school mean to be at/above 85% in School Staff Survey Climate</p> <ul style="list-style-type: none"> • Collective Responsibility (91.7%) <p>Maintain or improve positive endorsement on Student Opinion Survey to be at/above 85% 2017 benchmark</p> <ul style="list-style-type: none"> • Effective Classroom Behaviour 75% • Stimulated learning 76% • High expectations for success 91% • Teacher Concern 69% • Motivation and interest 81% • Resilience 74% • Sense of Confidence 83% • Sense of Connectedness 82% • Student voice and agency 61% • Managing Bullying 78% • Respect for Diversity 73% <p>Maintain or improve positive endorsement on Parent Opinion Survey to be at/above 85% 2017 benchmark</p> <ul style="list-style-type: none"> • Parent participation and involvement 80% • School support 85% • Teacher communication 77% • General satisfaction 95% • School improvement 79% • School pride and confidence 92% • Student agency and voice 75% • Promoting positive behaviour 91% • Respect for diversity 87% • School connectedness 90%
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<p>Collaborative and distributed leadership that maximises resources and positions the school for student improvement.</p>	<p>Professional Leadership</p> <ul style="list-style-type: none"> - Building leadership teams > Instructional and shared leadership > Strategic resource management > Vision values and culture 	<ul style="list-style-type: none"> • Develop a structured approach to building leadership capacity in achieving the strategic plan • Create a leadership framework to support a distributed leadership model • Build a sustainable school culture in which trust, vision and ownership are prevalent. 	<p>Maintain or improve school mean to be at/above 85 in School Staff Survey School Leadership</p> <p>2017 benchmark</p> <ul style="list-style-type: none"> • Leading Change 85.7% • Cultural Leadership 83.3% • Flexibility 85.7% • Intellectual Stimulation 75.0% • Instructional Leadership 78.3% • Parent and Community Involvement, Engagement and Outreach 83.3% • Leader’s Support for Change 87.2% • Visibility 69.2% <p>Maintain or improve positive endorsement on Parent Opinion Survey to be at/above 85%</p> <p>2017 benchmark</p> <ul style="list-style-type: none"> • School Improvement 79%
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