

School Strategic Plan for Mount Martha
Primary School
School Number 5171
2016-2019



Mt. Martha
Primary School

Learning and Growing Together

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Martin Page</p> <p>Date 9th June 2016</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Samantha Abbas</p> <p>Date 9th June 2016</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	Mount Martha Primary School strives to empower students to be active learners who make a positive impact in a changing world.
Values	Knowledge Respect Integrity Collaboration
Environmental Context	<p>Mount Martha Primary School has been providing quality education to the Mount Martha community since its opening in 1982. The school strives to empower students to be active learners who make a positive impact in a changing world. The school's values of Knowledge, Respect, Integrity and Collaboration are implemented daily to provide an excellent, high quality learning environment.</p> <p>The present enrolment of 744 students shows a growth in enrolment that is expected to continue for at least the next 2 years. This reflects both growth in the population of Mount Martha and the school's strong reputation in the local and broader community that is based on the success of its students in the academic, sporting and arts arenas and the quality of its teaching, programs, resources and facilities. Management of enrolments is assisted through a designated neighbourhood area.</p> <p>In 2016 the school's Student Family Occupation Index was 0.2444 indicating an overall high socio economic profile. A small percentage of students came from a background where English is not the main language spoken at home. Similarly there was a small number of Koori and Torres Strait Islander students at the school. The destination schools for exiting Year 6 students are Dromana and Mornington Secondary Colleges with local non-government schools enrolling a significant</p>

number of students for Year 7.

In 2016 there are 55 Staff- 3 Principal Class, 40 teaching and 12 Education Support. The staff profile is weighted at the experienced range across both teaching and Educational Support personnel. The school operates an Out of School Hours Care Program (OSHCP) catering for up to 45 students in the morning and up to 60 students in the afternoon reflecting demand for this service by our school community.

Students participate in a quality curriculum through the classroom and specialist programs and extensive opportunities provided by whole school events, incursions, excursions, camps, sporting events and participation in choirs, bands and individual music tuition. Importance is placed on whole of school consistency in programs and pedagogy including implementation of the Nadia Walker approach to Mathematics, VCOP/Big Write in English, clear statements of learning intentions and goals, use of accurate assessments to chart learning progress and next points for learning and the ongoing development of a Pedagogical Framework.

The school has a whole school commitment to the implementation of the Kids Matter Framework and the You Can Do It program to develop student wellbeing and engagement. Student voice in the school is enhanced through a Student Representative Council and extensive participation by senior students in leadership opportunities and responsibilities.

The school remains focussed on providing high quality physical learning and recreational environments and facilities working with School Council, PTA and our parent community. Our computer to student ratio is 1:1.66 reflecting the priority the school places on ICT as a tool for learning and linking with our school community through classroom blogs and web pages. The school has also undertaken works to establish flexible open plan learning spaces to facilitate 21st century learning approaches. The school presents as a well maintained and well- resourced facility.

The school values the support from parents and the wider community developing genuine partnerships, positive relationships, opportunities to be involved in the school and its programs and as supporters of school events all contributing to the development of the vibrant community Mount Martha Primary School is known for.

Strategic Direction

Achievement		Key improvement strategies
<p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p>		
Goals	To improve student learning outcomes.	<p>A school wide consistency of practice in all instructional models for teaching and learning progress with a focus on high expectations of all learners.</p> <p>Further and ongoing implementation of the selected learning programs to further improve Literacy results.</p>
Targets	<p>By 2018 30% of students achieve high levels of relative growth in all domains of NAPLAN as evidenced by the relative gain charts in NAPLAN.</p> <p>By 2018 40% of students achieve an "A" or "B" at all levels and all domains of literacy and numeracy as evidenced by teacher judgments.</p> <p>By 2018 Learning Confidence measures in the student attitude to school survey show levels are consistently above state average (currently 4.15)</p> <p>By 2018 School Connectedness measures should be consistently above state average</p> <p>By 2018 all staff are expert in the use of SPA as a learning development tool.</p>	<p>The school to continue its work with its preferred writing model and use this as a template for managing improvement in other areas.</p> <p>A consistent approach to the teaching of spelling and grammar.</p> <p>Further and ongoing implementation of the Nadia Walker approach and Mathematics to further improve Numeracy results.</p> <p>Adoption of a consistent evidence-based inquiry learning model.</p> <p>Staff capacity to deliver inquiry learning to be underpinned by an extensive professional learning program.</p>

	<p>By 2018 all planning documents reflect the use of multiple sources of data to plan for and support student learning</p> <p>By 2018 all planning documents show clear links to individual learning intentions with high learning expectations.</p>	<p>The current level and use of ICT within the teaching programs to be maintained with an outlook to development of areas such as “coding”.</p> <p>Staff become expert in data analysis and determining zone of proximal development to plan and implement programs for student learning</p>
<p>Theory of action</p>	<p>Consistency of practice and shared language of learning is critical to improving learning outcomes.</p> <p>Students who understand their own learning journey, their current progress and next steps in the learning cycle are better learners.</p> <p>If staff become expert in data analysis and the use of data to set learning goals then high levels of student outcome will result.</p> <p>If we improve the capacity of staff to analyse learning data and provide effective feedback to the learner then student learning will improve.</p> <p>If student voice is encouraged by a pedagogical framework of inquiry based learning then learner confidence will build.</p>	<p>Further expansion of the use of the school’s data tracking platform and using these strong links to planning for student learning.</p> <p>Multiple sources of data are collected and analyzed using the SPA tool to improve learning.</p> <p>Build capacity of staff through professional development, mentoring and coaching to use and analyze data as a tool to define and implement point of need teaching.</p> <p>Team meeting focus on the high level student learning outcomes.</p> <p>The learning focus for all students to be clearly set at the next point of learning for the student.</p> <p>A personalized and individualized learning focus within the zone of proximal development of the student embedded across all learning domains.</p> <p>Provision of strategies for Goal setting and feedback to students.</p>

	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Implementation of preferred model for Literacy and Numeracy- Big Write/VCOP/CAFÉ, Nadia Walker Maths • Investigation of Spelling and Grammar Program options • PD in data analysis and personalising learning • Investigation and trial of coaching/mentoring models 	<p>Consistency of approach observed in planning document and classroom practice. Assessment, planning, practice and recorded results at all Year levels show individual and year level focus. Improved Attitude to School, Parent opinion and Staff Opinion Survey results</p>
Year 2	<ul style="list-style-type: none"> • Continue Big Write/ VCOP/ CAFÉ and Nadia Walker Maths • Implementation of selected Spelling and Grammar program • Investigation, trial and initial implementation of Inquiry Models • Formalisation and implementation of student feedback and goal setting processes • Implementation of coaching/mentoring 	<p>Consistency of practice observed in program implementation and point of need teaching based on individual results. Frequency of coaching/mentoring for staff. Documentation of student feedback and goal setting Improved Attitude to School, Parent opinion and Staff Opinion Survey results</p>
Year 3	<ul style="list-style-type: none"> • Embedding of Big Write/ VCOP/ CAFÉ, Nadia Walker Maths and selected Spelling and Grammar program • School wide Inquiry Model implementation • Comprehensive system of individualised teaching and learning 	<p>Consistency of practice observed in program implementation and point of need teaching based on individual student goals feedback and results. Frequency and feedback of coaching/mentoring for staff. Improved Attitude to School, Parent opinion and Staff Opinion Survey results</p>
Year 4	<ul style="list-style-type: none"> • Continuation of Year 3 actions • Review of programs in preparation for triennial review. • • 	<p>Comprehensive review of data collected in preparation for triennial review</p>

<h2>Engagement</h2> <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>		<h3>Key improvement strategies</h3>
<h3>Goals</h3>	<p>To improve student engagement</p>	<p>Ongoing school wide implementation of You Can Do It and KidsMatter programs to further develop student leadership and student and staff awareness of strategies that underpin learning.</p> <p>Student voice to become an integral part of all learning programs.</p> <p>Student voice in learning enhanced through greater personalization of learning including clear learning intentions, strategies, and self, peer and teacher assessment.</p> <p>Enhancing student voice through consistent implementation of personalized learning strategies to engage students and teach to their individual point of need.</p> <p>Student voice developed through an active SRC with class level representatives attending regular meetings and sharing ideas about school activities and potential improvements.</p> <p>All Year 6 students have a leadership role assisting in the operation of the school in both special events and ongoing programs.</p>
<h3>Targets</h3>	<p>By 2018 Teaching and Learning Factor measures in the student attitude to school survey show levels are above state average (currently 4.15)</p> <p>By 2018 School Connectedness measures are above state average</p>	

		<p>Opportunities for all year levels to participate in school and community events and projects</p> <p>The implementation of a well-resourced program in ICT at both a specialist and classroom level enhancing engagement and learning for all students.</p> <p>Development of staff skills in ICT and its use as an engagement tool.</p> <p>Continuing investigation and development of anti-bullying strategies including cyber bullying.</p> <p>Continue the development of the physical environment to explore the flexibility of the learning spaces and pedagogies necessary to optimize them as learning environments.</p>
	<p>Actions</p>	<p>Success criteria</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Completion of Kids Matter Component training • Ongoing school wide You Can Do It (YCDI) implementation • Development of student voice in learning process and individualised learning as per "Achievement" • Further development of student leadership through SRC and formal and informal student leadership positions • Additional investment in ICT program and resources • Approved Child Safety plans and strategies to 	<p>Improved Attitude to School and Parent Opinion Survey results</p> <p>Program plans and implementation including bullying and cyberbullying.</p> <p>Numbers of students involved in leadership programs and positions</p> <p>Child Safety compliance.</p>

	ensure compliance with standards	
Year 2	<ul style="list-style-type: none"> Continued Kids matter/YCDI implementation Professional Development with a focus on personalisation of learning to meet individual student learning needs Continued development of ICT program across the school and resources Further development of SRC and student involvement in events Embedding of student voice in learning process and individualised learning as per "Achievement" 	<p>Improved Attitude to School and Parent Opinion Survey results</p> <p>Program plans and implementation including bullying and cyberbullying.</p> <p>Numbers of students involved in leadership programs and positions</p> <p>Child Safety compliance.</p>
Year 3	<ul style="list-style-type: none"> Continued Kids matter/YCDI implementation Professional Development with a focus on personalisation of learning to meet individual student learning needs Continued development of ICT program across the school and resources Further development of SRC and student involvement in events Embedding of student voice in learning process and individualised learning as per "Achievement" 	<p>Improved Attitude to School and Parent Opinion Survey results</p> <p>Program plans and implementation including bullying and cyberbullying.</p> <p>Numbers of students involved in leadership programs and positions</p> <p>Child Safety compliance.</p>
Year 4	<ul style="list-style-type: none"> Review of programs in preparation for triennial review. Continuation of Year 3 actions 	<p>Comprehensive review of data collected in preparation for triennial review</p>

Wellbeing 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.		Key improvement strategies
Goals	<p>To enhance student wellbeing.</p> <p>To develop further opportunities for students to engage in curricula and extra-curricula activities to support wellbeing</p>	<p>Communication with the school community around school practices and programs be further developed.</p> <p>Offering opportunities for parents to be involved in their child's education through promotion of class and school events, PTA and School Council.</p>
Targets	<ul style="list-style-type: none"> Using the Staff Opinion Survey: To improve the scores in School Climate particularly the Parent and Community Involvement Component and School Leadership (Parent and community Involvement, Engagement and Community Outreach variables to above the state average Using the Parent Opinion survey: The Transitions and General Satisfaction variables to be sustained at above state average by the end of the strategic plan. Using the Attitude to School survey: The Student Relationship and Wellbeing variables be sustained above state average. 	<p>Implementation of a common and consistent approach in wellbeing, ie Kids Matter, You Can Do It</p> <p>Staff will participate in ongoing, targeted professional learning opportunities.</p> <p>A whole school approach is used to support programs and management of wellbeing and behaviour issues.</p> <p>Individual student needs are recognized and individual plans developed and implemented to support social and emotional needs.</p>
Theory of action	Consistent programs and approaches will develop wellbeing across the school community	<p>Additional structured and unstructured activities are provided to support and develop student wellbeing.</p> <p>Continuing investigation and development of anti-bullying and strategies including cyber bullying</p> <p>DET policies and approached are used to support staff wellbeing.</p>

	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Range of Parent opportunities for involvement provided eg classroom, special events, camps, excursions and incursions. • Communication through multiple platforms eg classroom blogs, website, newsletter, apps • Continued KidsMatter/YCDI implementation • Professional Development with a focus on meeting individual student learning needs in wellbeing • Programs offered eg classroom, lunchtime activities and specific intervention. 	<p>Improved Parent opinion Survey Improved Attitude to School Survey Improved Staff Opinion Survey Number of events and opportunities for parents Range of wellbeing programs and number of individual participants</p>
Year 2	<ul style="list-style-type: none"> • Range of Parent opportunities for involvement provided eg classroom, special events, camps, excursions and incursions. • Communication through multiple platforms eg classroom blogs, website, newsletter, apps • Continued Kids Matter/YCDI implementation with a focus on consistency of practice in wellbeing • Professional Development with a focus on meeting individual student learning needs in wellbeing • Programs offered eg classroom, lunchtime activities and specific intervention. • 	<p>Improved Parent opinion Survey Improved Attitude to School Survey Improved Staff Opinion Survey Number of events and opportunities for parents Range of wellbeing programs and number of individual participants</p>
Year 3	<ul style="list-style-type: none"> • Range of Parent opportunities for involvement provided eg classroom, special events, camps, excursions and incursions. 	<p>Improved Parent opinion Survey Improved Attitude to School Survey Improved Staff Opinion Survey</p>

	<ul style="list-style-type: none"> • Communication through multiple platforms eg classroom blogs, website, newsletter, apps • Continued Kids Matter/YCDI implementation with a focus on consistency of practice in wellbeing • Professional Development with a focus on meeting individual student learning needs in wellbeing • Programs offered eg classroom, lunchtime activities and specific intervention. 	<p>Number of events and opportunities for parents Range of wellbeing programs and number of individual participants</p>
Year 4	<ul style="list-style-type: none"> • Review of programs in preparation for triennial review. • Continuation of Year 3 actions • • 	<p>Comprehensive review of data collected in preparation for triennial review</p>

<h2>Productivity</h2> <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>		<h2>Key improvement strategies</h2>
Goals	To effectively use the school’s human, financial and physical resources to best meet learning, social and emotional needs of students.	Funds allocated to meet strategies identified in the strategic plan.
Targets	Development of current and new stimulating and safe	Through effective financial management, the

	<p>teaching spaces that enhance student learning and pedagogical approaches while meeting the need for additional student accommodation requirements. Provided resourcing for implementation of an effective coaching and feedback process. Provision of time to develop leadership capacity. Target Professional development to support goals and strategies of strategic plan. By 2018 Staff opinion survey shows high levels of collaboration and teacher effectiveness.</p> <p>Timetables and meeting schedules to clearly reflect time allocated for teaching and learning discussions.</p>	<p>school continue to improve its facilities to enhance student learning.</p> <p>To explore the need for additional learning spaces to accommodate additional enrolment</p> <p>Ensure that all staff are engaged in the implementation of the Strategic Plan.</p> <p>Target resourcing of professional development to build collective teacher efficacy</p> <p>Implement a system of mentoring and feedback to teachers on their practice providing challenge and support strategies to improve.</p> <p>Through provision of time and professional development, team leaders trained in high level data interpretation, analysis and implementation of findings Build Leading Teacher capacity to support teams and teachers to improve teaching and learning across the school.</p> <p>Strengthen leadership through professional learning and alignment of meeting schedules which clearly target student learning.</p>
Theory of action	<p>Provision of safe and stimulating learning spaces and highly trained teachers and staff improve student learning outcomes</p> <p>Teams that are well led and focused on teaching and learning produce higher levels of student outcomes.</p> <p>A strong feedback culture underpins the development of pedagogies consistent with the goals of the school.</p> <p>If we develop and support both strategic and distributed leadership of learning then our teachers will be more effective in meeting the needs of our students.</p>	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> Investigation and trial of coaching/feedback/mentoring models for staff 	<p>Staff Opinion Survey results Observation of programs</p>

	<ul style="list-style-type: none"> • Allocation of professional development budget for individual and whole school professional development to enable work in Achievement, Wellbeing and Engagement • Allocation of Program Budget to enable work in Achievement, Wellbeing and Engagement • Investigation and trial of leadership development programs and need through PDP process 	
Year 2	<ul style="list-style-type: none"> • Implementation of agreed model of coaching/feedback/mentoring for staff • Allocation of professional development budget for individual and whole school professional development to enable work in Achievement, Wellbeing and Engagement • Allocation of Program Budget to enable work in Achievement, wellbeing and Engagement • Implementation of staff leadership programs 	<p>Staff Opinion Survey results Observation of programs and number of staff involved. Uptake of leadership programs</p>
Year 3	<ul style="list-style-type: none"> • Embedding of agreed model of coaching/feedback/mentoring for staff • Allocation of professional development budget for individual and whole school professional development to enable work in Achievement, Wellbeing and Engagement • Allocation of Program Budget to enable work in Achievement, wellbeing and Engagement • Embed staff leadership programs 	<p>Staff Opinion Survey results Observation of programs and number of staff involved. Uptake of leadership programs</p>
Year 4	<ul style="list-style-type: none"> • Continuation of Year 3 actions • Review of programs in preparation for triennial review. • • 	<p>Comprehensive review of data collected in preparation for triennial review</p>