

School Strategic Plan 2024-2028

Mount Martha Primary School (5171)



Mt. Martha
Primary School

Learning and Growing Together

Submitted for review by Karen Walker (School Principal) on 11 June, 2024 at 11:28 AM

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School vision	<p>VISION Mt Martha Primary School strives to empower students to be active learners who make a positive impact in a changing world.</p> <p>MISSION Ensure a high quality and engaging learning program that builds on the capability of every student.</p> <p>Mount Martha Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. Mount Martha Primary School learning community works together to create an environment in which the values are developed and upheld. These values have been co-created to foster a supportive and effective learning community.</p> <p>The programs and teaching at Mount Martha Primary School support and promote the principles and practices of Australian Democracy, including a commitment to:</p> <ul style="list-style-type: none">• Elected government• The rule of law• Equal rights for all before the law• Freedom of religion• Freedom of speech and association• The values of openness and tolerance <p>Mount Martha Primary School's philosophy is enacted across all aspects of the school's operations. Our philosophy forms the basis of discussions with prospective parents and students during school tours and is evident by the large coloured posters displayed throughout the learning and public areas around the school.</p> <p>The coastal banksia cone has been our emblem since the school opened in 1982. The cone with buds bursting into flower symbolizes growth and our vision "the school community empowering students to be active learners who make a positive impact in a changing world". "Learning and Growing Together" symbolizes our commitment to nurture school and community learning partnerships. Specific school goals and achievement targets outlined in our philosophy continually guide the allocation of financial and human resources, the use of facilities and forward planning. Staff selection is referenced to our Strategic Plan and an additional</p>
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	<p>school specific criterion is included in the staff selection process; the goals and targets within the Strategic Plan are an integral component in individual staff performance reviews. This Strategic Plan document is provided to prospective and incoming staff and informs the school's processes in fostering high quality leadership and in building instructional leadership capacity across the school. The school's mission and vision are included on school publications including newsletters, blogs and information booklets. This philosophy is openly available to students, their families, staff and the wider community on the school's website.</p>
<p>School values</p>	<p>Mount Martha Primary School learning community works together to create an environment in which the values are developed and upheld. These values have been co-created to foster a supportive and effective learning community. Mount Martha Primary School's values are: Respect Integrity Collaboration Knowledge</p> <p>Our school vision states, Mount Martha Primary School strives to empower students to be active learners who make a positive impact in a changing world. To achieve this, Mount Martha Primary School expects 4 core values from each child — Knowledge, Integrity, Collaboration and Respect — and it is these values that empower students to make positive change.</p> <p>Each value comes with a set of expectations that we have for every child. These expectations are written in the same wording for each year level from Prep to Year Six however the exact nature of the expectation changes as students progress through the school. Each of the values is broken down into "I Can Statements" for students.</p> <p>Respect is appreciating everyone's differences by understanding how words and actions affect the world, ourselves and others.</p> <p>I can be kind to myself and others. I can choose positive words when I speak. I can be an active listener. I can consider opinions before responding. I can care for our learning resources and environment. I can contribute to everyone's right to feel safe, happy and included.</p> <p>Integrity is doing the right thing in the right way at all times, even if it is hard or no one is looking.</p> <p>I can be fair, honest and respectful in what I say and what I do. I can act in the best interest of my 'community'. I can treat everyone the way I would like to be treated. I can accept responsibility for my actions.</p>

	<p>I can be the best version of myself. I can choose not to be a bystander.</p> <p>Collaboration is working, growing, learning and playing together, towards a common goal.</p> <p>We can collectively make clear expectations as part of a community. We can complete tasks together. We can listen to and respect everyone’s voice and be willing to make compromises. We can actively listen to and value everyone’s ideas and opinions. We can support each other and learn from each other’s strengths. We can give and receive constructive feedback.</p> <p>Knowledge is information and experiences that allow us to understand the world, ourselves and others. Learning is a lifelong journey.</p> <p>I can use what I already know to further my knowledge. I can recognise that mistakes can be learning opportunities. I can be curious and open to new learning and ideas. I can continue to challenge myself to grow. I can enrich my learning by having a growth mindset.</p>
<p>Context challenges</p>	<p>Framework for Improving School Outcomes</p> <ul style="list-style-type: none"> • Leadership- Review collaborative structures and organisational design, ensuring that resources are directed at activities that promote high quality teaching and support improved wellbeing and learning outcomes for students. The school continues to develop its School-wide Positive Behaviour Supports (SWPBS) framework, focusing on building a culture of high expectations and shared accountability across the school community and increasing fidelity of agreed approaches. • Teaching and Learning - Develop a shared understanding about what high expectations and quality practice should look like within its agreed instructional model. There is a need to improve all students’ engagement and attentiveness during the "I Do" explicit teaching phase, to increase opportunities for students to have substantive conversations about their learning. Students should then be able to collaboratively work on problem-solving strategies in the "We Do" phase, and tasks during the "You Do" phase should appropriately extend and support all students’ learning growth. The pacing of lessons, time taken for transitions between activities, and the time students spent purposefully engaged in learning tasks were areas that required further investigation. The school reviewed its timetabling structures to ensure learning time was maximised. Systematic observation and feedback processes, along with increased opportunities for teachers’ collaborative planning should be prioritised.

	<ul style="list-style-type: none"> • Assessment - Strengthen all teachers' understanding of the progressions in learning to better plan lessons that respond to students' point of need. It was agreed that more targeted PLC inquiry cycles, with privileged time and instructional leadership support, could assist in building data literacy and offering more precision on teaching actions across the school. Structures and processes to enable school leaders to gather evidence and feedback on the implementation of improvement initiatives, and to support them in their leadership roles should be developed as a priority. • Engagement - Ensuring consistently high expectations of students' behaviour, and fidelity in the implementation of agreed SWPBS frameworks is a priority. There should be a focus on developing all teachers' capability to support students' goal-setting and self-regulation in learning. • Support and Resources - Review of the overall organisational design within the next SSP period (see Leadership). The school currently does not have access to qualified mental health or wellbeing practitioners. There was a need to build all teachers' capability in providing differentiated teaching and learning, and in making appropriate adjustments for students with additional needs. <p>Professional Learning Community - Priorities for embedding the 10 Principles of PLCs.</p> <ul style="list-style-type: none"> • Privileged time - Review organisational structures to enable more collaborative time for teams to work together. This would allow for deep discussions about data and research and sharing of pedagogical practice. • Instructional leadership - Regular leadership presence in PLC meetings and other collaborative planning activities. This would enable school leaders to provide expert knowledge, support mid-level leaders in their roles, and ensure consistency and quality in implementation of agreed approaches. • Continuous improvement - Review current practices, and set high expectations for improved outcomes across all areas of students' learning and wellbeing.
<p>Intent, rationale and focus</p>	<p>In this Strategic Plan, the intention is to improve students' learning growth and achievement, and improve students' wellbeing and engagement.</p> <p>Key Improvement Strategies</p> <ul style="list-style-type: none"> • Develop and embed organisational structures that enable teacher collaboration and practice improvement. • Strengthen teachers' understanding and knowledge of curriculum progression and the use of data to monitor students'

learning growth.

- Empower students as active agents of their achievement and growth in learning.
- Embed high impact practices for teaching and learning within agreed evidence-based instructional model.
- Ensure a positive school culture through shared vision and values, and high expectations.
- Strengthen multi-tiered systems of support to respond to students' individual learning and wellbeing needs.

A priority key improvement strategy will be embedding of organisational structures that enable teacher collaboration and practice improvement. This strategic plan is to be implemented with teachers continuing to develop consistency of practice in their pedagogy and improve their collection, analysis, and use of data to provide teaching at the point of learning need for all students. How teams work together to collect and analyse student data to both inform curriculum development and provide differentiation to meet individual student needs, will be a key part of this work.

Analysis of student learning in Literacy and Numeracy in the 2024 Triennial Review indicated that the school needs to examine strategies to enable growth in improved learning. While providing ongoing school wide differentiation, the learning needs of students achieving at, or above expected levels are a particular focus within the intent of high growth learning for all students.

The development of consistent instructional models will be early work in the life of this plan, furthermore the development of a shared understanding about what high expectations and quality practice should look like within its agreed instructional model. There will be priority for the improvement of student engagement and attentiveness during the "I Do" explicit teaching phase, with increased opportunities for students to have substantive conversations about their learning, collaboratively work on problem-solving strategies in the "We Do" phase and appropriately extending and supporting all students' learning growth doing the "You Do" phase.

Modifications to the implementation of the "Professional Learning Community" were seen as key enabling strategies. Collection and analysis of a range of data including assessment data, feedback from students and the development of students' learner agency are required to assist the development of curriculum that promotes greater engagement, motivation and learning confidence thereby improving student achievement. Regular leadership presence in PLC meetings and other collaborative planning activities will be prioritised, enabling school leaders to provide expert knowledge, support mid-level leaders in their roles, and ensure consistency and quality in the implementation of agreed approaches.

Professional development in Literacy, Numeracy and engagement strategies will be ongoing. These will be necessary tasks in the development of a learner focused, highly engaging curriculum. We will evaluate our progress and modify specific strategies to meet our emerging needs.

Development of improved strategies to collect and use student feedback will be another early undertaking with formal and informal instruments used. Teachers will continue to develop their expertise in assessment programs and practices and provision of feedback to students. Student agency and goal setting will be a focus over the coming years. Teachers will work to improve their knowledge and understanding so they are best able to implement it in their classrooms - this will include classroom teachers and specialists.

Students are more engaged in their learning when they can understand and work towards personal goals.

The school has been accepted into DET's "School Wide Positive School Behaviour Support" (SWPSBS). This will commence early in the life of this strategic plan. The School-Wide Positive Behaviour Supports (SWPBS) framework, will focus on building a culture of high expectations and shared accountability across the school community and increasing fidelity of agreed approaches. There should be a focus on developing all teachers' capability to support students' goal-setting and self-regulation in learning. Encouraging parents and caregivers to be involved in the implementation of SWPSBS will be a priority as well as building partnerships with parents and caregivers, as a vital aspect of developing positive home-school connections and for student wellbeing.

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Goal 1	Improve students' learning growth and achievement.
Target 1.1	<p>NAPLAN Relative Growth</p> <p>By 2028, reduce the percentage of students making low relative growth as shown:</p> <ul style="list-style-type: none">• Reading, from 30 percent in 2023, to 22 percent or less• Numeracy, from 28 percent in 2023, to 20 percent or less. <p>NAPLAN Proficiency Levels</p> <p>By 2028, increase the percentage of students in the exceeding level as shown:</p> <ul style="list-style-type: none">• Year 5 Reading, from 22 percent in 2023, to at least 25 percent• Year 5 Writing, from 12 percent in 2023, to at least 20 percent• Year 5 Numeracy, from 12 percent in 2023, to at least 20 percent.
Target 1.2	<p>Teacher Judgements (age-expected level)</p> <p>By 2028, increase the percentage of students (Years F to 6) achieving above-the-expected level as shown:</p> <ul style="list-style-type: none">• Reading and viewing, from 37 percent in 2023, to 47 percent• Writing, from 25 percent in 2023, to 35 percent• Mathematics, from 37 percent in 2023, to 47 percent*

	<i>* To be confirmed with introduction of Mathematics curriculum, version 2.</i>
Target 1.3	<p>Attitudes to School Survey</p> <p>By 2028, increase the percentage of positive endorsement for the following variables:</p> <ul style="list-style-type: none"> • Differentiated learning challenge, from 77 percent in 2023, to 87 percent • Stimulated learning, from 65 percent in 2023, to 75 percent • Effective teaching time, from 77 percent in 2023, to 85 percent • Self-regulation and goal-setting, from 52 percent in 2023, to 68 percent • Motivation and interest, from 66 percent in 2023, to 78 percent.
<p>Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Develop and embed organisational structures that enable teacher collaboration and practice improvement.
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum</p>	
	Strengthen teachers' understanding and knowledge of curriculum progression and the use of data to monitor students' learning growth.

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Empower students as active agents of their achievement and growth in learning.
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed high impact practices for teaching and learning within agreed evidence-based instructional model.
Goal 2	Improve students' wellbeing and engagement.
Target 2.1	Attitudes to School Survey By 2028, increase the percentage of positive endorsement for the following variables:

	<ul style="list-style-type: none"> • Managing bullying, from 64 percent in 2023, to 77 percent • Respect for diversity, from 67 percent in 2023, to 78 percent • Effort, from 67 percent in 2023, to 78 percent.
Target 2.2	<p>Parent Opinion Survey</p> <p>By 2028, increase the percentage of positive endorsement for the variable of General school improvement, from 63 percent in 2023, to at least 68 percent.</p>
<p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Ensure a positive school culture through shared vision and values, and high expectations.
<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>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Strengthen multi-tiered systems of support to respond to students' individual learning and wellbeing needs.

