

School Strategic Plan 2019-2023

Mount Martha Primary School (5171)



Mt. Martha
Primary School

Learning and Growing Together

Submitted for review by Martin Page (School Principal) on 12 May, 2020 at 10:16 AM

Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 12 May, 2020 at 01:47 PM

Awaiting endorsement by School Council President

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School vision	Mt Martha Primary School strives to empower students to be active learners who make a positive impact in a changing world.
School values	<p>Mount Martha Primary School values are: Knowledge, Respect, Integrity, Collaboration</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.</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".</p> <p>"Learning and Growing Together" symbolizes the commitment by the school to nurturing school and community learning partnerships.</p> <p>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 school specific criterion is included in the staff selection process and 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.</p> <p>The school's mission and vision are included on school publications including newsletters, blogs and information booklets.</p> <p>This philosophy is openly available to students, their families, staff and the wider community on the school's website.</p>

<p>Context challenges</p>	<p>Key challenges in the implementation of this Strategic Plan are as follows:</p> <p>Strategic planning is required to manage the timing of implementation of the “Professional Learning Communities” professional development and consequential changes to practice including further development of common instructional models, development of consistent planning documents and the data analysis cycle.</p> <p>Implementation of student voice and learner agency as student views are routinely sought and strategies for effective and time efficient feedback developed. This will be a significant change for both students and teachers. Strategies need to be developed for the incorporation of student views into assessment, curriculum and pedagogy development in a systematic way. Again strategic planning is required to manage workload and ensure consistency.</p> <p>The incorporation of improved teacher skills in data analysis into the curriculum to better differentiate learning programs to meet the learning needs of all students is also important work. We have previously seen that, using NAPLAN as a measure, high learning growth is more apparent in students achieving below expected levels. While maintaining high growth in this cohort we will be closely monitoring and seeking to improve learning growth in students who are achieving at or above expected levels. Levels of student growth are planned to be one of our key indicators of the impact of our teaching and learning reflecting improvements in the effectiveness of the data analysis cycle, differentiation of learning and a more engaging curriculum that is responsive to students’ views of content, delivery and assessment.</p>
<p>Intent, rationale and focus</p>	<p>In this Strategic Plan, the intention is to improve student outcomes in literacy and numeracy and improve our students’ engagement in learning.</p> <p>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. 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. An additional intention is to ensure that teachers are able to access and use high quality diagnostic assessment tools and develop skills in analysis of results. This is to be incorporated with feedback from students, greater student voice and learner agency to provide an engaging curriculum that achieves high levels of learning growth for all students.</p> <p>This is important as analysis of student learning in Literacy and Numeracy in the 2019 Triennial Review indicated that the school had made improvements in student learning. However, there was a need to examine further strategies to enable the next phase and growth in improved learning. Consistent instructional models and 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.</p> <p>Some of the tasks in this Strategic Plan will be ongoing through the life of this plan whereas others will be targeted for a particular time and serve to enable and support further improvement work. The school has been accepted into DET’s “Professional learning Community” program with structured professional development and work to reshape professional culture and structures. This will commence early in the life of this strategic plan. How teams work together in approaches to collection and analysis of student data to both inform curriculum development and provide differentiation to meet individual student needs will be a key part of this work.</p>

	<p>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. The development of consistent instructional models will be early work in the life of this plan. Professional development in Literacy, Numeracy and engagement strategies will be ongoing. These will be necessary tasks in development of a learner focused, highly engaging curriculum. We will evaluate our progress and modify specific strategies to meet our emerging needs.</p>
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Goal 1	To improve literacy outcomes for all students
Target 1.1	<p>a. Reduce the percentage of students achieving low growth in NAPLAN reading from 29 per cent in 2019 to 20 per cent in 2023</p> <p>b. Increase the percentage of students achieving high growth in NAPLAN writing from 25 per cent in 2019 to 30 per cent in 2023.</p>
Target 1.2	<p>Increase the percentage of Year 5 students achieving in the top two NAPLAN bands:</p> <ul style="list-style-type: none">• Reading from 37 per cent in 2019 to 45 per cent in 2023• Writing from 17 per cent in 2019 to 28 per cent in 2023.
Target 1.3	<p>Increase the percentage of students achieving above the expected level according to teacher judgement:</p> <ul style="list-style-type: none">• Reading from 42 per cent in 2018 to 50 per cent in 2023• Writing from 25 per cent in 2018 to 35 per cent in 2023.
Target 1.4	Increase the percentage of positive endorsement on the SSS for 'staff understand how to analyse data' from 73 per cent in 2019 to 85 per cent in 2023.

Key Improvement Strategy 1.a Curriculum planning and assessment	Develop a consistent instructional model that promotes the effective use of the HITS
Key Improvement Strategy 1.b Building practice excellence	Implement a PLC approach to provide instructional leaders, middle leaders and teacher teams with the knowledge and strategies to participate in cycles of collaborative inquiry to improve teacher practice
Key Improvement Strategy 1.c Evaluating impact on learning	Build teacher capacity to use a data analysis cycle to plan for learning and to evaluate impact on student learning
Goal 2	To improve numeracy outcomes for all students
Target 2.1	<p>a. Increase the percentage of students achieving high growth in NAPLAN numeracy from 17 per cent in 2019 to 25 per cent in 2023.</p> <p>b. Reduce the percentage of students achieving low growth in NAPLAN numeracy from 32 per cent in 2019 to 25 per cent in 2023.</p>
Target 2.2	Increase the percentage of Year 5 students achieving in the top two NAPLAN bands in numeracy from 36 per cent in 2019 to 42 per cent in 2023.
Target 2.3	Increase the percentage of students achieving above the expected level according to teacher judgement in number and algebra from 35 per cent in 2018 to 45 per cent in 2023.
Target 2.4	Increase the percentage of positive endorsement on the SSS for Academic emphasis from 73 per cent in 2019 to 85 per cent in 2023.

Key Improvement Strategy 2.a Curriculum planning and assessment	Collaboratively design and implement a numeracy skills continuum to build teacher knowledge and provide a developmental learning program
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capacity to utilise numeracy data and a range of formative assessment strategies to identify and teach at point of need
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Design numeracy learning programs to explicitly build deep levels of thinking and application
Goal 3	To improve student engagement in learning
Target 3.1	<p>Drafting note: AToSS is the only student measure target used to measure this goal. Please consider an additional student measure target</p> <p>Improve positive endorsement on the AToSS for:</p> <ul style="list-style-type: none"> • Student voice and agency from 63 per cent in 2019 to 75 per cent in 2023 • Motivation and interest from 77 per cent in 2019 to 85 per cent in 2023 • Stimulated learning from 72 per cent in 2019 to 85 per cent in 2023 • Sense of confidence from 75 per cent in 2019 to 85 per cent in 2023.
Target 3.2	Increase the percentage of positive endorsement on the SSS for 'teachers use student feedback to improve practice' from 77 per cent in 2019 to 85 per cent in 2023.
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher knowledge and capacity to activate student voice and agency in learning

Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Provide students with the tools and skills to enable them to take increasing responsibility for their learning and become self-regulating and independent learners
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