

School Strategic Plan for: Mount Pleasant Road (Nunawading) Primary School 4808

2016 - 2019



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| <p>Endorsement by School Principal</p> | <p>Signed.....</p> <p>Name: Lisa Yeoman</p> <p>Date: 17.12.2015</p> |
| <p>Endorsement by School Council</p> | <p>Signed.....</p> <p>Name: Fiona Lawrie</p> <p>Date: 17.12.2015</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: Bob Stephens</p> <p>Date: 21.12.2015</p> |

School Profile

Purpose

The concept of a vision for a school has been demonstrated to be an essential characteristic in the school improvement and effectiveness research over several decades and across a wide range of education systems. Such a statement provides a foundation for the school's strategic planning decisions and for ongoing performance against the school's stated objectives and values.

Regulatory context

In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.

Purpose

The school's philosophy is to provide a safe, dynamic and supportive educational setting which motivates students to achieve their personal best and make a positive contribution as global citizens. At the heart of Mount Pleasant Road Primary School and Kindergarten's educational philosophy is the firm belief that all students can become successful learners and that there are no predetermined limits to what students can accomplish at any age.

We strive to achieve this by:

- developing each student's potential through innovative, high quality learning experiences matched to his/her needs
- promoting life-long learning and resilience
- developing the whole child including intellectual, social, emotional, physical and creative competencies so that students may find their unique place as successful citizens in a globalised world
- encouraging respect for diversity and culture
- making connections with the wider community

The process for developing this philosophy and vision was to consult with all key stakeholders – staff, parents and students through forums, individual discussions and online surveys. The School Vision was

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| | <p>central to the development of this School Strategic Plan which will be reviewed annually in preparation for the writing of the Annual Implementation Plan.</p> |
| <p>Values</p> | <p>The values we strongly uphold at Mount Pleasant Road are:</p> <p>RESPECT, INTEGRITY, RESPONSIBILITY, TOLERANCE and LIFE-LONG LEARNING.</p> <p>These core values are derived from our school vision and support all levels of operation throughout the school community. They are actively promoted in our student well-being programs and are evidenced by the following behaviours by all stakeholders:</p> <p>RESPECT</p> <ul style="list-style-type: none"> • Accepting the rights of others to learn and teach • Looking after our school environment • Respecting the personal space and belongings of others • Accepting the right of others to hold different views to your own • Listening to and speaking with others courteously • Displaying a positive attitude to other's work and thinking • Acknowledging the strengths and abilities of others • Affirming cultural diversity within the school community • Demonstrating social skills and valuing friendships <p>INTEGRITY</p> <ul style="list-style-type: none"> • Consistently doing what you know to be right • Demonstrating honesty • Doing what you say you will do • Showing empathy to the needs of others |

RESPONSIBILITY

- Reinforcing appropriate behaviour as well as ensuring consequences for inappropriate behaviour
- Self-discipline
- Setting high personal standards and modelling expected behaviours
- Keeping our school clean and tidy
- Persisting through difficulties and challenges
- Being punctual to all school activities
- Moving about the school and playing safely
- Following school and classroom expectations
- Contributing to community activities
- Contributing to consultation and respecting the decisions of the school

TOLERANCE

- Working co-operatively with others
- Treating everyone with respect and dignity
- Being helpful to others
- Using appropriate language
- Being sensitive to others
- Being resilient

LIFE-LONG LEARNING

- Being self-motivated
- Actively seeking new opportunities
- Reflecting on performance and acting on feedback
- Working consistently and acknowledging improvement
- Expanding knowledge through independent work

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| | <ul style="list-style-type: none"> • Maintaining high learning expectations • Persisting through challenges and difficulties in learning • Being organised |
| Environmental Context | <p>SOCIAL</p> <ul style="list-style-type: none"> • Multi-cultural school and kindergarten • 3 and 4 Year Old Kindergarten on site (Licence operated by School Council) • Member of the Whitehorse network of schools • School licensed Outside School Hours Care program • Student Family Occupation density (SFO) sits at 0.28, indicating a community with an overall high socio-economic profile <p>ENVIRONMENTAL</p> <ul style="list-style-type: none"> • Quiet and tree-lined streets • Outstanding modern facilities with new administration, Hall, Café studio, Visual Arts Studio and 8 x flexible Learning Studios opened in Term Four 2015 • Refurbished, spacious classrooms in existing 1958 LTC building • Large attractive grounds - extensively asphalted areas incorporating basketball, netball, volleyball and bat tennis courts, 2 adventure playgrounds, 2 large sandpits with shade sails, student's vegetable garden and orchard, native gardens and extensive grassed areas. • School oval which requires refurbishment • Large well-equipped kindergarten playground. (adventure playground, swings, sandpit) • Preserved natural vegetation area <p>EDUCATIONAL</p> <ul style="list-style-type: none"> • Sustainability focus • Healthy Together Victoria Achievement Program – Qualified for Sun Smart, Healthy Eating & Oral Health and Physical Activity components in 2015 • Student well-being a priority |

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| | <ul style="list-style-type: none"> • Development of 21st Century Pedagogy • Extensive range of extra curricula activities such as Instrumental Music, Singing, School Sports Program, Basketball, Running Club, Art Club, Dance Troupe, Investigate/Create/Express Program, Extension programs, Sustainability and Environmental programs • Differentiated programs to advance all students to meet their learning goals • Whole school approach to teaching in all areas of the curriculum. <p>TECHNOLOGICAL</p> <ul style="list-style-type: none"> • Classrooms are equipped with iPads and laptops • Multi-media equipment (Interactive televisions and microphone systems in every classroom) • Maintenance of a high-quality website. • Social Media – Instagram and Twitter accounts for school and kindergarten, parent Facebook page • Wireless network in place • BYO Device (iPad) Program introduced in 2016 for Yr 3/4 with opt in by Yr 5/6 |
| <p>Service Standards</p> | <p>In order to achieve the best outcomes for all students the MPRPS staff commits to:</p> <ol style="list-style-type: none"> 1. Student wellbeing, 2. Innovative teaching and learning, 3. Developing 21st Century citizens, 4. Utilising community partnerships to achieve the best outcomes for the students. <p>The standards all Mount Pleasant Road staff members uphold to achieve these commitments are:</p> <ul style="list-style-type: none"> • Working collaboratively and sharing common goals, values and beliefs about how to support students on their learning journey. |

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| | <ul style="list-style-type: none">• Supporting each child's health and wellbeing through warm and respectful relationships, underpinned by a commitment to social justice.• Respecting and celebrating the culture and diversity within our community and beyond.• Encouraging each child to discover and develop his or her own strengths through a broad range of activities and approaches in partnership with families.• Teaching students to recognise those areas where they may need assistance or practise to master required skills and content.• Providing timely and targeted feedback to students.• Modelling the school values which form the basis for the actions of our learning community. (See Values Above)• Providing a safe, dynamic and supportive setting which motivates students to achieve their personal best and make a positive contribution as global citizens. |
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Strategic Direction

Purpose: A school’s strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students’ success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students’ co-curricular achievements.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.

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| <p>Goals</p> | <p>To maximize the learning growth of every student across the curriculum with a strong focus on writing, grammar and punctuation and all dimensions of mathematics.</p> | <p>1. <u>Instructional Model:</u> Build a strong research-based instructional model and embed agreed approaches to teaching and learning to ensure whole school consistency of practice.</p> <p>2. <u>Assessment and Use of Data:</u> Strengthen teacher capacity in purposeful assessment and rigorous use of data to inform planning, instruction and</p> |
| <p>Targets</p> | <p>➤ Percentage of students deemed capable from Foundation to Year 6 to achieve a score of B or A in the following strands (according to teacher judgment) to increase each subsequent year from baseline data (2015 Semester 2). Ambitious targets</p> | |

to be set each year in the AIP.

| Baseline data 2015 Semester II | Number % A and B | Measurement and Geometry % A and B | Space and Probability % A and B |
|--------------------------------------|------------------------|---|---------------------------------------|
| F | 48 | 45 | 36 |
| 1 | 52 | 36 | 33 |
| 2 | 45 | 30 | 24 |
| 3 | 56 | 55 | 55 |
| 4 | 53 | 49 | 45 |
| 5 | 54 | 54 | 57 |
| 6 | | | |

| Baseline data 2015 Semester II | Reading and Viewing % A and B | Writing % A and B | Speaking and Listening % A and B |
|--------------------------------------|--|----------------------|---|
| F | 55 | 31 | 29 |
| 1 | 57 | 55 | 36 |
| 2 | 45 | 39 | 30 |
| 3 | 58 | 48 | 44 |
| 4 | 60 | 25 | 35 |
| 5 | 62 | 55 | 64 |

feedback that supports the learning growth of every student.

3. Staff Professional Growth

Build teacher capacity, consistency of practice and ongoing development of agreed practices through collaboration and a vibrant peer observation and coaching model.

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- To continue to improve student’s performance across all domains, as measured by NAPLAN relative growth charts, so that High, Low and Medium growth is significantly better than relative state benchmarks. Ambitious targets to be set each year in the AIP.

| Baseline data 2015 Naplan %Relative Growth | Reading and Viewing | Writing | Spelling | Grammar And Punctuation | Numeracy |
|---|---------------------------|---------|----------|-------------------------------|----------|
| High | 53% | 41% | 71% | 71% | 47% |
| Medium | 47% | 53% | 29% | 24% | 47% |
| Low | 0% | 6% | 0% | 6% | 6% |

- Improvement in student learning as measured by a decrease in the percentage of students achieving 6 months or more below the expected level in Writing and Mathematics

Theory of action (optional)

If we ensure consistency of purposeful teaching and learning through agreed research-based practices and strengthen capacity for quality instructional practice, then all students will experience an enhanced capacity to improve learning growth.

Actions

Actions are the specific activities to be undertaken in each year

Success criteria

Success criteria are markers of success. They are useful in

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| | <p>to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p> | <p>demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p> |
| <p>Year 1</p> | <p><u>Instructional Model</u></p> <ul style="list-style-type: none"> ➤ Provide opportunities for teachers to identify current effective practices. ➤ Research successful instructional models for learning which will underpin the school's research-based learning practices and agree on one to trial. ➤ Employ Dk2 to facilitate discussion about instructional models on Curriculum Day 2 ➤ Apply for Mathematicians in Schools Program <p><u>Assessment and Use of Data</u></p> <ul style="list-style-type: none"> ➤ Review existing MPRPS Assessment Schedule ➤ Research and trial assessment strategies that further increase teacher understanding of student achievement and future goals in Mathematics ➤ Student input and participation in determination and assessment of their learning goals. ➤ Use of rich assessment tasks which indicate breadth of understanding by students ➤ Strengthen use of VCOP Big Write assessments by staff and students ➤ Participate in Insight Assessment Platform pilot <p><u>Staff Professional Growth</u></p> <ul style="list-style-type: none"> ➤ Establish a research-based peer observation model and associated protocols. | <p><u>Instructional Model</u></p> <ul style="list-style-type: none"> ➤ Evidence of shared best practice across all year levels and in each classroom ➤ Document instructional model <ul style="list-style-type: none"> • In Curriculum Folders, • Evident in Work Programs. • Observed by Peers during observations <p><u>Assessment and Use of Data</u></p> <ul style="list-style-type: none"> ➤ Administration of assessments and evidence of use of data to determine learning goals in planners, work programs, ILP's and reporting ➤ More detailed student reflections and goal setting in portfolios <p><u>Staff Professional Growth</u></p> <ul style="list-style-type: none"> ➤ Staff input evidenced in professional learning schedule ➤ Reflections on professional learning shared on Professional Learning Blog |

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| | <ul style="list-style-type: none"> ➤ Consistency of AITSL standards in practice ➤ Research successful whole school approaches to mathematics for purposeful teaching and deep understanding and agree on one or more to trial. ➤ Embed the existing whole school approach to writing. ➤ Staff input into professional learning and report back on any professional development attended | |
| <p>Year 2</p> | <p><u>Instructional Model</u></p> <ul style="list-style-type: none"> ➤ Review instructional model chosen and implement or modify or trial new model if not satisfactory ➤ Continue peer observation program ➤ Embed and consolidate whole school approach to Writing through the VCOP and Seven Steps to Writing Program and phonograms ➤ Implement Mathematicians in Schools Program ➤ Provide opportunities for teachers to identify current effective practices. ➤ Review instructional model chosen and implement or modify or trial new model if not satisfactory ➤ Seek professional advice | <p><u>Instructional Model</u></p> <ul style="list-style-type: none"> ➤ evident in work programs and classroom practice ➤ Visible in the classroom eg displays ➤ Able to be articulated by some students ➤ Scheduled timetable for peer observation program and recorded goal setting and reflection ➤ Scheduled sharing of best practice in Professional Learning and Junior and Senior meetings ➤ All staff participate in professional reading and contribute to the professional learning blog ➤ A cohort of students in the senior school to work with a Mathematician on problem solving and showcase their knowledge and skills to the school <p><u>Assessment and use of data</u></p> <ul style="list-style-type: none"> ➤ Modified assessment schedule in curriculum folder followed by all class teachers ➤ Data collected and recorded for rich assessment task through the data tracker and moderation in Professional Learning Teams |

Assessment and use of data

- Modify existing MPRPS Assessment Schedule to reflect findings from Insight Assessment pilot in 2016
- Implement two year cycle of rich assessment tasks which indicate breadth of understanding by students
- Analyse data from Naplan and ICAS in Professional Learning sessions
- Review PAT Online Testing
- Identify students requiring additional support in English and Mathematics
- Identify students performing 12 or more months ahead the expected level in English and Mathematics
- Generate reports from Oxford Digital to identify the strengths and weaknesses of literal and inferential comprehension
- Use data generated from PAT Online Maths testing to identify trends and areas of strengths and weaknesses in all strands of Mathematics
- Implement assessment strategies that further increase teacher understanding of student achievement and future goals in Grammar and Punctuation
- Further increased student input and participation in determination and assessment of their learning goals.
- Continue to strengthen use of VCOP Big Write and Write to Read Phonogram Program assessments by

- Identify strength and weakness from data analysis to be used in planning
- PAT Online review minuted in staff meeting
- Education Support Staff provide additional one-to one support with selected students
- ILIP goals for students above and below the expected level achieved
- Analysis data and graphs from Oxford Digital and use to cater for individual student needs
- Use the data generated from PAT Online Maths testing to cater for individual student needs
- Use Pat Online testing in Grammar and Punctuation to determine strengths and weaknesses across a cohort
- Student reflections on individual pieces on their digital portfolios in senior school
- moderated writing samples across the school demonstrate improved grammar and punctuation

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| | <p>staff and students</p> <p><u>Staff Professional Growth</u></p> <ul style="list-style-type: none"> ➤ Review and continue peer observation ➤ Implement a whole school approach to teaching Mathematics ➤ Share best practice of VCOP, Seven Steps of Writing Success in English and open ended tasks and use of good questioning in Mathematics ➤ Consistency of AITSL standards in practice ➤ Staff input into professional learning and report back on any professional development attended ➤ Reflect improved data analysis in planning for teaching and learning | <p><u>Staff Professional Growth</u></p> <ul style="list-style-type: none"> ➤ Feedback from staff on peer observation (survey monkey) ➤ Whole school approach to Mathematics evident in work programs ➤ Writing programs visible in the classroom eg displays ➤ Staff input evidenced in professional learning schedule ➤ Professional development shared on Professional Learning Blog ➤ Revisit data and reflect on student results |
| <p>Year 3</p> | <p><u>Instructional Model</u></p> <ul style="list-style-type: none"> ➤ Consolidate Instructional Model across Foundation to Year 6 ➤ Embed and consolidate whole school approach to Writing through the VCOP and Seven Steps to Writing Program and phonograms ➤ Implement assessment strategies that further increase teacher understanding of student achievement and future goals in Grammar and Punctuation ➤ Further increased student input and participation in determination and assessment of their learning goals. | <p><u>Instructional Model</u></p> <ul style="list-style-type: none"> ➤ Writing program evident in work programs and aspects incorporated on school website or newsletter ➤ Review Pat Online testing in Grammar and Punctuation to determine strengths and weaknesses across a cohort ➤ Student reflections on individual pieces on their digital portfolios in senior school ➤ Students collaborate to create their own forms of assessment such as rubrics and checklists ➤ Writing programs visible in the classroom and use student self assessments to establish goals ➤ Scheduled writing moderation |

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| | <ul style="list-style-type: none"> ➤ Continue to strengthen use of VCOP Big Write and Write to Read Phonogram Program assessments by staff and students <p><u>Staff Professional Growth</u></p> <ul style="list-style-type: none"> ➤ Consistency of AITSL standards in practice ➤ Reflect improved data analysis in planning for teaching and learning ➤ Staff input into professional learning and report back on any professional development attended ➤ Continue established peer observation ➤ Share best practice across schools <p><u>Assessment and use of data</u></p> <ul style="list-style-type: none"> ➤ Review two year cycle rich assessment tasks ➤ Analyse data from Naplan and ICAS in Professional Learning sessions ➤ Strengthen use of VCOP Big Write assessments by staff and students ➤ Modify existing MPRPS Assessment Schedule to reflect findings from Insight Assessment pilot in 2016 ➤ Implement assessment strategies that further increase teacher understanding of student achievement and future goals in Grammar and Punctuation ➤ Further increased student input and participation in | <p><u>Staff Professional Growth</u></p> <ul style="list-style-type: none"> ➤ AITSL standards evident in PDP and reviewed throughout the year ➤ Differentiated learning intentions and success criteria in weekly work programs ➤ Professional development shared on Professional Learning Blog ➤ Scheduled peer observation and feedback and reflections documented and incorporated into PDP ➤ Scheduled collegiate visits across schools <p><u>Assessment and use of data</u></p> <ul style="list-style-type: none"> ➤ Documented data analysis with outcomes reflected in work program ➤ VCOP student self assessment used across the school ➤ Revised assessment schedule in curriculum folder ➤ All staff trained in Certificate Two of the Write to Read Program ➤ Students collaborate to create their own forms of assessment such as rubrics and checklists |
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| | <p>determination and assessment of their learning goals.</p> <p><u>Staff Professional Growth</u></p> <ul style="list-style-type: none"> ➤ Consistency of AITSL standards in practice ➤ Reflect improved data analysis in planning for teaching and learning ➤ Staff input into professional learning and report back on any professional development attended ➤ Continue established peer observation ➤ Share best practice across schools | <p><u>Staff Professional Growth</u></p> <ul style="list-style-type: none"> ➤ AITSL standards evident in PDP and reviewed throughout the year ➤ Differentiated learning intentions and success criteria in weekly work programs ➤ Staff input scheduled in Professional Learning Schedule ➤ Professional development shared on Professional Learning Blog ➤ Scheduled peer observation and feedback and reflections documented and incorporated into PDP ➤ Scheduled collegiate visits across schools |
| <p>Year 4</p> | <p><u>Instructional Model</u></p> <ul style="list-style-type: none"> ➤ Instructional Model across Foundation to Year 6 ➤ Embed and consolidate whole school approach to Writing through the VCOP and Seven Steps to Writing Program and phonograms <p>Assessment and use of data</p> <ul style="list-style-type: none"> ➤ Continue Mathematics rich assessment tasks ➤ Analyse data from Naplan and ICAS in Professional Learning sessions ➤ Strengthen use of VCOP Big Write assessments by staff and students | <ul style="list-style-type: none"> ➤ School Self-Evaluation prepared for Independent reviewer. <p><u>Staff Professional Growth</u></p> <ul style="list-style-type: none"> ➤ Staff input evidenced in professional learning schedule ➤ Professional development shared on Professional Learning Blog |

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| | <p><u>Staff Professional Growth</u></p> <ul style="list-style-type: none">➤ Staff input into professional learning and report back on any professional development attended | |
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Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students' motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Goals

To ensure continued high levels of student engagement in a rich, stimulating and globally connected learning environment.

Targets

- Student Attitudes to School survey mean scores for the teaching and learning variables to be better than Region and State mean scores – Baseline data 2015:

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| Learning Confidence | 4.20 |
| School Connectedness | 4.41 |
| Stimulating Learning | 4.33 |
| Student Motivation | 4.57 |
| Teacher Effectiveness | 4.62 |
| Teacher Empathy | 4.56 |

- Parent Opinion Survey mean scores for Student Engagement variables to increase each subsequent year.
Baseline data 2015:

1. Whole School Approach

Facilitate a whole school approach that enables students to take increasing ownership of their learning.

2. eLearning

Strengthen the capacity of teachers to effectively integrate eLearning for relevant, authentic and globally connected learning experiences using current and new technologies.

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| POS | 2015 mean factor scores |
| Connectedness to Peers | 6.16 |
| Student Motivation | 6.22 |
| Social Skills | 5.88 |
| School Connectedness | 6.12 |

- Improvement against current benchmarks in student perception of their engagement as measured by the combination PoLT/Hattie survey developed by the school and the Bounce Back engagement survey.

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| MPRPS Senior School Survey MPRPS Junior School Survey MPRPS Bounceback Survey F-6 | Strongly Agree % Baseline data 2015 |
| We often link our learning to current events and issues such as those reported in the media. | 32% |
| We are encouraged to express our ideas and opinions in class discussions. | 34% |

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| The things we do in class encourage us to think and ask questions | 38% |
| Do you get to make choices about what you do and how you do it? | 44% |
| In your classroom do you talk about things that happen on TV and things that happen in real life? | 26% |
| In your class do you work on things that involve people in the outside world? | 41% |
| No one feel left out in this class | 46.15% |
| Put downs rarely happen in this class | 30.77% |
| Most students in this class work with each other to solve problems that happen in class | 34.62% |

- Increased percentage of students achieving above expected levels in the two personal learning dimensions.

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| Percentage of students achieving above the expected level in Personal Learning. | |
| Personal Learning | Baseline data 2015 |
| Yr 3 | 33 |
| Yr 4 | 36 |

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| | <table border="1"> <tr> <td>Yr 5</td> <td>60</td> </tr> <tr> <td>Yr 6</td> <td>53</td> </tr> </table> <p>➤ Absence levels to be below the state mean for each year and each year level.</p> | Yr 5 | 60 | Yr 6 | 53 | |
| Yr 5 | 60 | | | | | |
| Yr 6 | 53 | | | | | |
| Theory of action | When curiosity and creativity are promoted through learning experiences that are authentic, have high relevance and students have the opportunity to connect, collaborate and take ownership of their learning then student engagement will be enhanced. | | | | | |
| | <p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p> | <p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p> | | | | |
| Year 1 2016 | <p><u>Whole school approach</u></p> <ul style="list-style-type: none"> ➤ Formalise whole staff agreement of quality student engagement at Mount Pleasant Road P.S. based on work with Tracey Ezard in 2015 ➤ Develop shared understanding of 21st century pedagogy under guidance of DK2 consultancy. ➤ Introduce a 'curiosity' hour to promote creativity via student driven learning opportunities. ➤ Review Inter@ct in light of 21st century pedagogy and heightened student creativity and curiosity. ➤ Implementation of Victorian Curriculum as scheduled | <p><u>Whole school approach</u></p> <ul style="list-style-type: none"> ➤ Y-Chart for Student Engagement – Feels like, Looks like, Sounds like added to the Curriculum folder and teachers able to articulate what they are working to achieve ➤ DK2 Action Research Project goals achieved ➤ Curiosity Hour is student driven and timetabled ➤ Reporting of student achievement against Victorian Curriculum outcomes as scheduled by DET | | | | |

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| | <p>by DET</p> <p><u>eLearning</u></p> <ul style="list-style-type: none"> ➤ Facilitate a 1:1 'bring your own' digital device program for Years 3/4 and opt in for Yrs 5/6 ➤ Staff Professional Learning in suitable applications to engage students in their learning and promote creativity ➤ Investigate how to promote global connections ➤ Use of DET online assessments as they become available ➤ All staff complete eConfidence self-assessment survey ➤ Acquire benchmark of student eConfidence through an online survey | <p><u>eLearning</u></p> <ul style="list-style-type: none"> ➤ Percentage of Year 3/4 students participating in BYOD increases over the year ➤ Variety of apps in use in classroom which promote creativity recorded by class teachers in work programs ➤ Experimentation in promoting global connections evident ➤ Evidence of data from DET online assessments used in planning and reporting ➤ Staff develop action research program based on eConfidence self-assessment survey ➤ |
| <p>Year 2 2017</p> | <p><u>Whole School Approach</u></p> <ul style="list-style-type: none"> ➤ Inclusion of Quality Student Engagement Agreement in Staff Folders ➤ Review the suitability of Curiosity Hour in light of Victorian Curriculum ➤ Implement changes to Integrated Studies sequence ➤ Investigate how to further develop student individual goal setting, self-reporting and reflection on learning progress. ➤ Increase student voice through digital environments | <p><u>Whole School Approach</u></p> <ul style="list-style-type: none"> ➤ Quality Student Engagement indicators referred to in student reflections ➤ Quality Student Engagement referred to in professional conversations and collegiate class visits ➤ Changes needed to increase the effectiveness of Curiosity Hour identified and enacted ➤ Evidence of increased student input into goal setting and more connected reflections on their learning. ➤ Students can identify the channels available to have their voice heard |

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| | <p><u>eLearning</u></p> <ul style="list-style-type: none"> ➤ Promote the 1:1 'bring your own' digital device program for Years 3/4 and opt in for Yrs 5/6 ➤ Staff Professional Learning in suitable applications to engage students in their learning and promote creativity ➤ Acquire measure of student eConfidence through an online survey | <p><u>eLearning</u></p> <ul style="list-style-type: none"> ➤ 100% Year 3/4 student uptake in the 1:1 'bring your own' digital device program ➤ Increased student eConfidence data compared to benchmarks |
| <p>Year 3 2018</p> | <p><u>Whole School Approach</u></p> <ul style="list-style-type: none"> ➤ Classroom teaching practices reflect school understanding of 21st Century Pedagogy ➤ Staff induction updated to include Victorian Curriculum ➤ Increase the profile of student led learning within the school ➤ Global perspectives integrated into planning ➤ Increase connections to local and global community <p><u>eLearning</u></p> <ul style="list-style-type: none"> ➤ Facilitate a complete 1:1 'bring your own' digital device program for Years 3 to 6 ➤ Staff Professional Learning in suitable applications to engage students in their learning and promote creativity ➤ Acquire measure of student eConfidence through an online survey | <p><u>Whole School Approach</u></p> <ul style="list-style-type: none"> ➤ Teacher planning, instruction and assessment reflect 21st Century Pedagogy understandings ➤ Positive parent opinion towards student led learning based on responses to surveys ➤ Students respond positively in regards to community connections in opinion surveys <p><u>eLearning</u></p> <ul style="list-style-type: none"> ➤ 100% student uptake in the 1:1 'bring your own' digital device program for Years 3 to 6 ➤ Compare student eConfidence data to previous benchmarks |

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| <p>Year 4 2019</p> | <p><u>Whole School Approach</u></p> <ul style="list-style-type: none"> ➤ Classroom teaching practices reflect school understanding of 21st Century Pedagogy ➤ Increase connections to local and global community <p><u>eLearning</u></p> <ul style="list-style-type: none"> ➤ Promote a complete 1:1 'bring your own' digital device program for Years 3 to 6 ➤ Identify areas of need from student eConfidence surveys | <p><u>Whole School Approach</u></p> <ul style="list-style-type: none"> ➤ Teacher planning, instruction and assessment reflect 21st Century Pedagogy understandings ➤ Improved Student responses in regards to community connections in opinion surveys <p><u>eLearning</u></p> <ul style="list-style-type: none"> ➤ 100% student uptake in the 1:1 'bring your own' digital device program for Years 3 to 6 ➤ Develop strategies to cater to student digital literacy needs ➤ School Self-Evaluation prepared for Independent reviewer. |
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| <h2>Wellbeing</h2> <p>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.</p> | | <h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p> |
| <h3>Goals</h3> | <p>To strengthen relationships across the school community in the context of school growth.</p> | <ol style="list-style-type: none"> <u>Parent Engagement</u> Strengthen communication and further develop relationships to enhance the home/school partnership. <u>Whole School Wellbeing Framework</u> Broaden and strengthen the whole school approach to wellbeing through the partnership with Healthy Together Victoria program. |
| <h3>Targets</h3> | <p><u>Parent Engagement</u></p> <ul style="list-style-type: none"> ➤ All parents use a range of digital forms of communication to engage families in the life of the school. ➤ Leverage the current active parent participation to expand community engagement (parent to parent) e.g. Reinstate Helping Hand program. ➤ Increase in each subsequent Parent Opinion Survey result for: <ol style="list-style-type: none"> 1. Approachability 74.2 2. Parent Input 86.7 <p><u>Whole school wellbeing framework</u></p> <ul style="list-style-type: none"> ➤ Systematically achieve accreditation status with Healthy Together Victoria which will include parent education and involvement. | |
| <h3>Theory of action</h3> | <p>When the home/school partnership flourishes and a</p> | |

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| | whole school commitment to wellbeing is in effectively implemented then student wellbeing and subsequent learning outcomes improve. | |
| | <p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p> | <p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p> |
| Year 1 2016 | <p><u>Parent Engagement</u></p> <ul style="list-style-type: none"> ➤ Use a range of digital forms of communication to engage families in the life of the school. ➤ Leverage the current active parent participation to expand community engagement (parent to parent) e.g. Helping Hand program. ➤ Opportunities to respond to surveys to gather parent opinion ➤ Opportunities to participate at school events ➤ Opportunities to participate at parent forums and information sessions ➤ Profile of Family Night and Grandparents Day increased ➤ Increase Parent Help Program involvement in classrooms ➤ Utilize parent skills, knowledge and culture for the benefit of classroom learning <p><u>Whole School Wellbeing Framework</u></p> | <p><u>Parent Engagement</u></p> <ul style="list-style-type: none"> ➤ 100% parents use Sentral to book 3-way conferences. ➤ Increased use of Sentral to record student absence ➤ Increased use of communication with staff through Sentral ➤ Increased followers of Instagram and Twitter with follower responses (likes and comments) ➤ Anecdotal parent feedback on message sign at front of school. ➤ Numbers of parents involved in forums and respond to surveys ➤ Increased parent assistance in curriculum other than reading <p><u>Whole school wellbeing framework</u></p> <ul style="list-style-type: none"> ➤ Achieve accreditation for Sexual Health and Mental Health ➤ Parent take-up of Family Life program |

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| | <ul style="list-style-type: none"> ➤ Systematically achieve accreditation status with Healthy Together Victoria which will include parent education and involvement. ➤ Family Life Program run for Year 5 and 6 Sexual Health education ➤ parent session offered as part of Family Life program ➤ Annual School Nurse visit ➤ Year 5 and 6 Guided Growth program addresses student development ➤ Big Brother, Big Sister program provides mentoring for selected students ➤ Consolidate those accreditations already achieved | <p>parent information night</p> <ul style="list-style-type: none"> ➤ 100% student take up of Family Life program ➤ 100% student take-up of Guided Growth Program ➤ Meet KPI's for Big Brother, Big Sister Program ➤ Increase in family take-up in School Nurse appointments |
| <p>Year 2 2017</p> | <p><u>Parent Engagement</u></p> <ul style="list-style-type: none"> ➤ Student reports solely available on Sentral ➤ Increased notifications through Sentral ➤ Leverage the current active parent participation to expand community engagement (parent to parent) e.g. Helping Hand program. ➤ Opportunities to respond to surveys to gather parent opinion ➤ Opportunities to participate at school events ➤ Opportunities to participate at parent forums and information sessions | <p><u>Parent Engagement</u></p> <ul style="list-style-type: none"> ➤ 100% parents access student reports online through Sentral |

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| | <p><u>Whole School Wellbeing Framework</u></p> <ul style="list-style-type: none"> ➤ Inspiro Dental Service to run oral health program for students ➤ Alcohol and other drug use and tobacco control will be a focus for the Life Ed Van ➤ Parent Session offered for Life Ed Van ➤ Annual School Nurse visit ➤ Consolidate those accreditations already achieved | <p><u>Whole School Wellbeing Framework</u></p> <ul style="list-style-type: none"> ➤ Achieve accreditation for Alcohol and other drug use and Tobacco control ➤ Parent take-up of Life Ed Van parent information night ➤ 100% student take up of Life Ed Van program ➤ Increase in students participating in Oral Health checks |
| <p>Year 3 2018</p> | <p><u>Parent Engagement</u></p> <ul style="list-style-type: none"> ➤ Leverage the current active parent participation to expand community engagement (parent to parent) e.g. Helping Hand program. ➤ Opportunities to respond to surveys to gather parent opinion ➤ Opportunities to participate at school events ➤ Opportunities to participate at parent forums and information sessions ➤ Student access to Sentral Student Portal <p><u>Whole School Wellbeing Framework</u></p> <ul style="list-style-type: none"> ➤ Annual School Nurse visit ➤ Year 5 and 6 Guided Growth program addresses student development ➤ Consolidate those accreditations already achieved | <p><u>Parent Engagement</u></p> <ul style="list-style-type: none"> ➤ % of parent responses increased from previous year ➤ % of parent attendance increased from previous year <p><u>Whole School Wellbeing Framework</u></p> <ul style="list-style-type: none"> ➤ Achieve accreditation for Safe environments <ul style="list-style-type: none"> ➤ Parent take-up of Family Life program parent information night ➤ 100% student take up of Family Life program ➤ 100% student take-up of Guided Growth Program |

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| <p>Year 4 2019</p> | <p><u>Parent Engagement</u></p> <ul style="list-style-type: none"> ➤ Leverage the current active parent participation to expand community engagement (parent to parent) e.g. Helping Hand program. ➤ Opportunities to respond to surveys to gather parent opinion ➤ Opportunities to participate at school events ➤ Opportunities to participate at parent forums and information sessions ➤ Student access to Sentral Student Portal <p><u>Whole School Wellbeing Framework</u></p> <ul style="list-style-type: none"> ➤ Review Whole School Wellbeing Framework <ul style="list-style-type: none"> ➤ Inspiro Dental Service to run oral health program for students ➤ Alcohol and other drug use and tobacco control will be a focus for the Life Ed Van ➤ Parent Session offered for Life Ed Van ➤ Annual School Nurse visit ➤ Consolidate those accreditations already achieved | <p><u>Parent Engagement</u></p> <ul style="list-style-type: none"> ➤ % of parent responses increased from previous year ➤ % of parent attendance increased from previous year <p><u>Whole School Wellbeing Framework</u></p> <ul style="list-style-type: none"> ➤ Review Healthy Together Victoria program ➤ Parent take-up of Life Ed Van parent information night ➤ 100% student take up of Life Ed Van program ➤ Increase in students participating in Oral Health checks ➤ School Self-Evaluation prepared for Independent reviewer. |
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Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

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.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.

Goals

To effectively allocate and use the full scope of school resources to maximize the learning outcomes of all students and the goals of the SSP through sustained Professional Learning for staff.

Targets

Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

- Increased Staff Opinion Survey mean scores in each subsequent year in the following areas of the Professional Growth component:
 1. Feedback - 80.00 (Whole School)
 2. Active participation - 84.34 (Whole School)
 3. Applicability - 91.01 (Whole school)
- Increased Parent Opinion in each subsequent year of:
 1. School improvement –percentile 82.9
 2. General satisfaction – percentile 66.0
- Increased Student Attitudes to School mean scores in each subsequent year:
 1. Teacher Effectiveness - 4.62

Sustained Professional Learning

- Staff establish SMART goals for PDP process which clearly connect with the school’s improvement agenda
- Build the instructional capacity of teachers through professional learning, teacher observations, use of student achievement data, strong and ongoing induction mentoring, coaching processes
- Build teacher leadership capacity to support professional growth and improve outcomes for all students

Targeted Resource Allocation

- Staff profile to cater for school growth

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| | <p>2. Stimulating Learning – 4.33</p> <ul style="list-style-type: none"> ➤ Enhanced student achievement data as a result of targeted resource allocation. See achievement targets. | <ul style="list-style-type: none"> ➤ Leadership succession plan funded ➤ Monitor and evaluate the effectiveness of resource allocation to priority areas. <p><u>Community Partnerships</u></p> <ul style="list-style-type: none"> ➤ Optimise opportunities to develop partnerships for the benefit of the school. |
| Theory of action | Successful productivity outcomes occur when the full scope of resources are maximized and targeted to support school goals and identified student needs. | |
| | <p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p> | <p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of success criteria should be set.</p> |
| Year 1 2016 | <p><u>Sustained Professional Learning</u></p> <ul style="list-style-type: none"> ➤ Staff Professional Learning to align with School Strategic Plan ➤ Use Professional Learning Team meetings, school meeting structures and Curriculum days to achieve greater consistency in planning and implementation of programs ➤ Establish clear goals and understanding by staff of the Professional Learning strategy ➤ Build the instructional capacity of teachers and ES staff through professional learning, mentoring, coaching, use of student data, peer observation and PDP process. | <p><u>Sustained Professional Learning</u></p> <ul style="list-style-type: none"> ➤ Implementation of 21st century pedagogy evident in classrooms and monitored by DK2 ➤ Action Research Project goals achieved and reflected an area to be improved which was identified in individual staff confidence surveys ➤ Selected staff attend Professional Learning in Leadership ➤ Increased number of staff leading Professional Learning aligned with strategic plan |

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| | <ul style="list-style-type: none"> ➤ Build teacher leadership capacity across the school <p><u>Targeted Resource Allocation</u></p> <ul style="list-style-type: none"> ➤ Review staff roles and responsibilities and update role descriptions to align with school goals and priorities ➤ Develop a workforce plan to meet the needs of a growing school - Include the leadership profile ➤ Strengthen ES staff deployment to support individual student needs. ➤ Refine and implement the school's ICT plan in light of 21st century learning and the Victorian Curriculum for Digital Technologies ➤ Resource the flexible learning spaces to reflect 21st century learning. ➤ Make connections, local and global, for possible partnerships that will enhance learning opportunities for students. ➤ Review Reading Recovery program ➤ Budget for Sentral Program to be used for reporting and data analysis | <ul style="list-style-type: none"> ➤ PLT, Year Level and sub-school meetings scheduled regularly and agenda identifies analysis of data and examples of best practise ➤ Teacher's reflections on coaching model identify changes in thinking and practice <p><u>Targeted Resource Allocation</u></p> <ul style="list-style-type: none"> ➤ Staff Manual includes updated staff roles and responsibilities which align with school goals, processes, operations and PDP's ➤ Purchase of laptops and iPads for use by students in Junior School ➤ Purchase of ICT and class resources for additional Yr3/4 class ➤ Implementation of the new Victorian Digital Technologies Curriculum evident in planners and Work Programs ➤ Quarterly Planning Days for sub schools and specialists ➤ Evidence of use of Sentral for data analysis ➤ Timetable for ES staff for individual student support in English and Mathematics and social skills. |
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| | <p><u>Community partnerships</u></p> <ul style="list-style-type: none"> ➤ Investigate partnership with Big Brother Big Sister Project for student mentoring. ➤ Maintain partnership with Ardoch – NAB Buddy Writing program ➤ Optimise partnership with Inspiro Dental Service | <p><u>Community partnerships</u></p> <ul style="list-style-type: none"> ➤ Implementation of Big Brother Big Sister Program ➤ Student feedback on Ardoch Writing Buddy program indicating increased desire to write ➤ Greater percentage of students access Inspiro Dental services |
| <p>Year 2 2017</p> | <p><u>Sustained Professional Learning</u></p> <ul style="list-style-type: none"> ➤ Review Peer Observation 2016 and determine Coaching model for 2017 ➤ Align professional learning with new AIP ➤ Continue to build and support Professional Learning teams ➤ Continue to build leadership capacity ➤ Review effectiveness of Staff Manual <p><u>Targeted Resource Allocation</u></p> <ul style="list-style-type: none"> ➤ Review effectiveness of ES staff being used to work with individual students ➤ Continued subscription to Sentral. Opening of portals for teachers to record welfare and individual learning plans <p><u>Community Partnerships</u></p> <ul style="list-style-type: none"> ➤ Continue BBBS Mentoring Program ➤ Seek new community partnerships | <p><u>Sustained Professional Learning</u></p> <ul style="list-style-type: none"> ➤ Changes made to Coaching model for 2018 ➤ Align professional learning with new AIP ➤ Professional Learning teams achieving goals ➤ Staff have taken on increasing responsibility for leadership ➤ Effectiveness of Staff Manual reviewed and documented <p><u>Targeted Resource Allocation</u></p> <ul style="list-style-type: none"> ➤ Students who work with ES staff achieve Individual Learning Plan goals ➤ More comprehensive picture of student performance and behaviour leads to greater understanding of individual student needs. <p><u>Community Partnerships</u></p> <ul style="list-style-type: none"> ➤ Assessment of BBBS Mentoring Program against Key performance indicators ➤ Increased number of community |

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| | | partnerships |
| Year 3 2018 | <p><u>Sustained Professional Learning</u></p> <ul style="list-style-type: none"> ➤ Objectives of peer observation program align with AIP and SSP ➤ Continue to build leadership capacity ➤ Review effectiveness of Staff Manual <p><u>Targeted Resource Allocation</u></p> <ul style="list-style-type: none"> ➤ Create a timeline, panel structure and tender for reviewer for school review in 2019 <p><u>Community Partnerships</u></p> <ul style="list-style-type: none"> ➤ Continue BBBS Program ➤ Seek new community partnerships | <p><u>Sustained Professional Learning</u></p> <ul style="list-style-type: none"> ➤ Changes made to Coaching model for 2019 ➤ Align professional learning with new AIP ➤ Professional Learning teams achieving goals ➤ Staff have taken on increasing responsibility for leadership ➤ Review effectiveness of Staff Manual <p><u>Targeted Resource Allocation</u></p> <ul style="list-style-type: none"> ➤ Students who work with ES staff achieve Individual Learning Plan goals ➤ Student files include <p><u>Community Partnerships</u></p> <ul style="list-style-type: none"> ➤ Assessment of BBBS Mentoring Program against Key performance indicators ➤ Increased number of community partnerships |
| Year 4 2019 | <p><u>Sustained Professional Learning</u></p> <ul style="list-style-type: none"> ➤ Review effectiveness of Peer Observation and Coaching program ➤ Review delivery of all PL for staff | <ul style="list-style-type: none"> ➤ School Self-Evaluation prepared for Independent reviewer. |

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| | <p><u>Targeted Resource Allocation</u></p> <ul style="list-style-type: none">➤ Review school timetables, meeting structures and schedules➤ Discuss effectiveness of Staff Manual with staff <p><u>Community Partnerships</u></p> <ul style="list-style-type: none">➤ Forums and surveys for school community to review success of School Strategic Plan against all targets. | |
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