School Strategic Plan 2023-2027

Mount Pleasant Road Nunawading Primary School (4808)

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Victoria State Government | Education and Training

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School vision	To provide a safe, innovative and engaging setting which inspires students to achieve personal growth and feel empowered to make a positive impact in the world around them. Our Vision Statement is explained and communicated by characters representing the key concepts of: Safe - Supporting each other. Innovative - Thinking outside the box. Engaging - Sparking curiosity. Growth - Embracing learning opportunities. Empowered - Ready to change their world.
School values	Mount Pleasant Road 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. Our mission is to provide a safe, innovative and engaging educational setting which: -develops each student's potential through innovative, high quality learning experiences matched to their needs -promotes life-long learning and resilience -develops the whole child including intellectual, social, emotional and physical competencies so that students may find their unique place as successful citizens in a globalised world -encourages respect for diversity and culture -makes connections with the wider community Our school's objectives are considered as part of the four yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP. As a community we work collaboratively and share common goals, values and beliefs about the best way to support children and families on their educational path. We encourage respectful, collaborative relationships between children, families, the school, communities and educators, with our common focus being the child. We value an inclusive, supportive and caring environment where children, families and educators come together as a community of learners. We provide support to each child to promote their health and wellbeing through a spirit of warmth and respect underpinned by a commitment to social justice.

We respect and celebrate the culture and diversity within our community and beyond. We support the individual needs of our children to develop the view that learning is fun, exploratory and exciting.

A broad range of materials, activities, approaches and interconnected learning experiences encourages each child to discover and develop his or her own strengths. Students are also taught to recognise their strengths and how to use these to support the development of required skills and content.

The values of Respect, Integrity, Inclusion, Responsibility and Life-Long Learning are the basis of the school's Code of Conduct for School Council, Principal, Class, Staff, Students and the School Community. Each value has associated behaviours which have been agreed upon by the school community.

RESPECT – Being considerate of others and their property

INTEGRITY – Being sincere, honest, truthful, fair, just. Keeping your word and agreement.

INCLUSION – Value and respect people's differences, beliefs, talents and aspirations.

RESPONSIBILITY – Being accountable for your actions and making good decisions for yourself and others.

LIFE-LONG LEARNING – Acquiring knowledge and skills and valuing the opportunity to learn, grow and strive for excellence.

Mount Pleasant Road Nunawading Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

As principals and school leaders, we will:

-model positive behaviour and effective leadership

-communicate politely and respectfully with all members of the school community

-work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone

-ensure all parents/carers are aware of the expectations outlined in the Department's Respectful Behaviours within the School Community Policy

-behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments

-plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school

-identify and support students who are or may be at risk

-do our best to ensure every child achieves their personal and learning potential

-work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly

-respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required

-inform parents of the school's communication and complaints procedures

-ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

-model positive behaviour to students consistent with the standards of our profession

-communicate politely and respectfully with all members of the school community
-proactively engage with parents about student outcomes
-work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
-work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
-communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
-treat all members of the school community with respect.

As parents and carers, we will:
-model positive behaviour to our child
-communicate politely and respectfully with all members of the school community, in line with the Department's Respectful Behaviours within the School Community Policy.
-ensure our child attends school on time, every day the school is open for instruction
-take an interest in our child's school and learning
-work with the school to achieve the best outcomes for our child
-communicate constructively with the school and use expected processes and protocols when raising concerns
-support school staff to maintain a safe learning environment for all students
-follow the school's processes for communication with staff and making complaints
-treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:
-model positive behaviour to other students
-communicate politely and respectfully with all members of the school community
-comply with and model school values
-behave in a safe and responsible manner
-respect ourselves, other members of the school community and the school environment
-actively participate in school
-not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:
-model positive behaviour to the school community
-treat other members of the school community with respect
-support school staff to maintain a safe and inclusive learning environment for all students
-utilise the school's processes for communication with staff and submitting complaints.

Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

Context challenges	1. That for much of the SSP, students participated in remote learning. Remote learning had impacted the induction of new staff to the implementation of the agreed approach to reading. Targeted writing instruction with appropriate differentiation was difficult through the online platform. Students were found to have difficulties writing for sustained periods. 2. Staff changes during remote learning impacted the effectiveness of delivering the school's instructional model and as students were completing mathematics activities at home, many students did not have access to concrete materials to complete hands-on activities. Also, remote learning had an impact on how teachers successfully implemented a differentiated mathematics program. The work the school had done on developing a growth mindset in mathematics with students, was interrupted during this phase of the SSP. 3. Remote learning significantly impacted teacher's ability to enhance student voice and agency. 4. 18% of students had 20+ days of absence in 2019 compared to 33% in 2022 with a main contributor being that families adhered to the messaging and kept unwell students at home 5. The panel found that the school provided students with a range of opportunities to use mediums and resources to engage them in their learning. Students had choice in the level of challenge provided to them and the students articulated to the panel that they co-created their learning goals with the guidance of their teachers. Students had positive connections with their teachers, however, the panel noted that the school could provide more opportunities for students to develop their skills to resolve their own problems. 6. The panel found that the school used assessment data to inform planning and teaching through the PLC and team planning process. Learning was differentiated and that student had choice in the level of challenge, however, the panel noted that not all students chose the appropriate level of challenge. Teams actively encouraged student input into the planning of units of work. Year level teams analysed micro data points to understand students' needs and capabilities. 7. An analysis of NAPLAN data showed EAL students outperformed non EAL students in Year 3, however, by Year 5, non EAL students outperformed EAL students in reading, writing, and spelling. 8. The school has less than 25 equity funded students. Compared with non-equity funded students, equity funded students were slightly more likely to be absent from school for more than 20+ days. 9. The schools assessment against the FISO 2.0 Core Elements and Continua of Practice in Leadership, Engagement and Support and resources rated 'Embedding' with Teaching and Learning and Assessment rated Excelling.
Intent, rationale and focus	The school review panel recommends the following areas of focus be captured in the next School Strategic Plan: • Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks. • Building student capacity to set and monitor challenging learning goals that are responsive and engaging for students. • Refine systems and processes across the school to monitor and communicate the impact of strategies and actions to improve student learning. • Strengthen opportunities for students to enrich learning through community partnerships. • Empower students to become active agents, taking ownership over their own learning and wellbeing.

Goal 1:
Maximise student learning growth in literacy and numeracy.
Rationale -
- to focus on aligning a consistent approach to refining curriculum planning and instructional practices to respond to student needs
- the refinement of systems to communicate with all stakeholders the impact these strategies have made to improve student learning
- the school had achieved strong NAPLAN proficiencies and in order to extend students further, students co-creating higher aspirational goals will be a focus

Goal 2:
Enhance the wellbeing and agency of all students.
Rationale -
There is a positive, calm, and safe classroom environment that has been established across the school due to a very effective social skills program. There is strong professional relationships and structures that have been developed by leadership and staff to meet all students needs.
- continue to develop these highly effective structures in the next SSP
- include further implementation of Tier 2 & 3 supports to ensure high student engagement and inclusion
- develop a whole school approach to empower students to become active agents in their learning
- students be provided with opportunities to enrich their learning through the establishment of community partnerships

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Goal 1	Maximise student learning growth in literacy and numeracy.
Target 1.1	NAPLAN By 2027, increase the percentage of Year 3 students achieving Exceeding proficiencies for: • Reading from 36% (2023) to 40% • Writing from 15% (2023) to 30% • Numeracy from 28% (2023) to 36% By 2027, increase the percentage of Year 5 students achieving Exceeding proficiencies for: • Reading from 42% (2023) to 46% • Writing from 22% (2023) to 30% • Numeracy from 22% (2023) to 30%
Target 1.2	Teacher Judgements By 2027, increase the percentage of students achieving above the expected level in F-6: • Reading and Viewing from 60% (2023) to 65% • Writing from 41% (2023) to 50% • Number and Algebra from 53% (2023) to Number 65%.

Target 1.3	School Staff Survey By 2027, increase the percentage of positive responses for the following School Staff Survey factors: • Academic emphasis from 76% (2023) to 80% • Professional learning through peer observations from 62% (2023) to 70% • Leading change from 58% (2023) to 75% • Cultural leadership from 61% (2023) to 80%
Target 1.4	Attitudes to School Survey By 2027, increase the percentage of positive responses for the following Attitudes to School Survey factors: • Differentiated learning challenge from 81% (2023) to 85% • Effort from 80% (2023) to 84%
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	Further refine, document, and embed whole school collaborative approaches to curriculum planning and instructional approaches that ensure the best outcomes for students.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Key Improvement Strategy 1.b 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	Refine and improve systems and practices around assessment strategies to respond to student needs.
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 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	Refining systems and processes across the school to monitor and communicate the impact of strategies and actions to improve student learning.
Goal 2	Enhance the wellbeing and agency of all students.
Target 2.1	Attitudes to School Survey By 2027, increase the percentage of positive responses for the following Attitudes to School Survey factors: • Student voice and agency from 71% (2023) to 75% • Resilience from 68% (2023) to 75% • Sense of confidence from 78% (2023) to 82%

| Target 2.2 | School Staff Survey

By 2027, increase the percentage of positive responses for the following School Staff Survey factor Build resilience and resilient supportive environment from 65% (2023) to 70%. |
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| Target 2.3 | Student Attendance

By 2027, decrease the percentage of students with 20+ days absence from 33% (2022) to 18%. |
| **Key Improvement Strategy 2.a**
Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed multi-tiered systems of support and wellbeing approaches that enhance student engagement and inclusion. |
| **Key Improvement Strategy 2.a**
Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |
| **Key Improvement Strategy 2.b**
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 | Strengthen opportunities for students to enrich learning through community partnerships. |
| **Key Improvement Strategy 2.b** | |

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower students to become active agents, taking ownership over their own learning and wellbeing.