School Strategic Plan 2019-2023

Mentone Primary School (2950)

Submitted for review by Marcelle Van Maanen (School Principal) on 18 February, 2020 at 11:45 AM
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Awaiting endorsement by School Council President

School Strategic Plan - 2019-2023

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School vision	
	MENTONE PRIMARY SCHOOL VISION and MISSION Mentone Primary School's mission is to encourage students to strive for personal excellence in a school community that values growth mindset and acknowledges that learning is an active partnership between all involved. The school motto "Learning Today for Tomorrow' acknowledges that we are collectively committed to this mission in the knowledge that our students will take their skills and knowledge with them into the future to become inclusive, valuable, resourceful, contributing members of society. Our vision statement " At Mentone Primary School, our relationships are important, our learning is powerful and we are curious, creative and confident' exemplifies that we share high expectations of our professional practice, that we are all learners and we work together as a Professional Learning Community to purposely maintain a relentless focus on continuous improvement of teaching and learning so that our students are immersed, inspired and engaged in learning that encourages them to thrive and develop emotionally, socially and academically throughout their school years with us. At MPS our whole school wellbeing approach, Restorative Justice Practices (RJP), coupled with our embedded evidence based, whole school pedagogical approach, Curiosity and Powerful Learning, combine to provide a strong learning improvement frame-work and form the cornerstone of our school's positive, relational identity. We demonstrate and model our values and our restorative approach by; participating in daily relational circles, using consistent, non-judgmental and inclusive shared language with which to address wellbeing and learning issues, building and strengthening class/year level community through reciprocally respectful relationships and empowering student voice and agency while encouraging ownership of behaviors and self-awareness. As a Professional Learning Community, we remain committed to embedding the continuous improvement program Curiosity and Powerful Learning, which is strongly aligned to The Framework for improving Students Outcomes, (FISO) and Education Department initiatives such as the High Impact Teaching Strategies, (HITS) Practice Principles and Professional Learning Communities. Our commitment to this program enables Mentone PS leadership and teaching staff to relentlessly focus on our shared objective to continually improve by reducing teacher variability and improving teacher precision and practice. In doing so we enable students to build their learner confidence, engagement, curiosity, self-efficacy and ultimately their achievement.

School values	**STATEMENT OF VALUES** Mentone Primary School is committed to ensuring a vibrant learning environment that is safe, positive and supportive for all students, staff, families and visitors of the school. Above all, we promote the development of connected, confident, creative learners facilitated by the strong, authentic relationships that unite our learning community; a community partnering together with respect, integrity and understanding to model and instill high expectations in everything we do. It is the intention of Mentone Primary School to provide clear guidelines to all staff, parents and visitors regarding the conduct expected of them whilst on the School premises, engaging in School related activities, communications or correspondence and/or when representing the School. Parents, students, staff and visitors are expected to uphold the School's core values at all times as behaviour integral to how the school operates successfully. **MPS VALUES** Our school values convey the beliefs that positively influence our behaviour and shape the way we interact with individuals, groups and the community. They represent the deepest beliefs and sentiments to which we can aspire. Mentone Primary School's values are; • Caring and Compassion: By being caring and compassionate we show that we feel and exhibit concern and empathy for others with an awareness of others emotions, circumstances and feelings. • Honesty: Modelling honesty enables us to demonstrate fairness and a truthful disposition, 'we say what we mean and we mean what we say.' Honesty also enables us as learners to acknowledge our mistakes and learn from our errors. • Respect: By being respectful we are grateful for what we have and we consider others feelings and belongings. We respect the thoughts and opinions of everyone around us and we show due regard to the innate dignity and value of others. • Teamwork: Teamwork enables us to collaborate and learn together by giving our best in all situations. Demonstrating that we value Teamwork means that we will try to cooperate, using our individual skills to achieve common goals. • Friendliness: Positive relationships are at the core of how we build and maintain our dynamic learning environment. Friendliness allows us to focus on being kind in every situation and teaches us that to 'Have a friend' you must 'be a friend

first' enabling relationships based on equality, mutual esteem and goodwill.

To share, celebrate and embed Mentone Primary School's agreed values and philosophy we;
- display our values within the school
- celebrate our values in our school newsletter
- provide recognition for students who actively demonstrate the values
- encourage and discuss our values with students in the classroom, meetings and assemblies.
- model our values in our interactions with community.

At Mentone Primary School we recognise the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people and implement the Child-Safe standards as appropriate.

Our Mentone Primary School Community Code of Conduct sets out our behavioral expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and are not tolerated.

Our Mentone Primary School Community Code of Conduct defines our democratic purpose and acknowledges that parents and school staff are strongly motivated to do their best for every child and shapes the way we work together helping the school community to remain focused on what which is important. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully and as a community working together.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS , WE WILL:
- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students

in attendance at the school is protected.

- 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 inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:
- Model positive behaviour to students consistent with the standards of our profession.
- 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 behaviour from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:
- Model positive behaviour to our child and other children.
- Ensure our child attends school on time.
- 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 communication and complaints processes.
- 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. • 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 orderly learning environment for all students. • Utilise the school's communications policy to communicate with the school. Consequences for failing to uphold the school values are detailed in the **Mentone Primary School Community Code of Conduct** made available on our website, in enrolment packages and documented in the school handbook. 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	Mentone Primary School is situated in the beachside suburb of Mentone within the local government area of the City of Kingston, South Eastern Metropolitan region. Mentone PS has been educating children since 1889 and with over 130 years of serving the local community's learning needs, we retain a strong sense of tradition and values. Enrolment trends over the past four years have shifted slightly, from 441 students in 2016 to current enrolments of 436 in 2019. Student demographics indicate a slightly higher ratio of female to male students, with 57% female and 43% male in 2018. For the past three years the school has hosted bi-annual groups of 12-20 short-term international students from China for between two and eight weeks. Our school's Student Family Occupation and Education index is 0.1763. Of the schools current students, 1% have an indigenous background, while 34% have a language background other than English. Mentone PS is a compact school site with attractive play-space, and buildings. The double-story historic main building provides administration spaces, staff facilities, wellbeing facilities and a small conference facility on the ground floor. The upper floor provides for three classes, a breakout space and staff resource-room. Additional learning spaces, providing for an additional 15 classes, are situated in adjoining buildings, many of which have been built within the past 25 years, including a learning area

Context challenges	established courtesy of the 'Building the Education Revolution, (BER) in 2009. Whilst all classrooms were built as stand-alone rooms, by 2019, all learning spaces have been modified to provide flexible learning and team teaching approaches to student learning. In addition to classroom spaces, the school has a dedicated Multi-purpose room used for assemblies, wet weather sports, extra curricula activities, community functions and an Out of School Hours Care program. Additionally, our school has dedicated rooms for specialist learning programs including, Art, Science, Sustainability, and Preforming Arts, these rooms along with a Library space, the Inspiration Station, are all housed in older, modified portable buildings.
	Over the past strategic time-line, Mentone PS leadership and teaching staff have continued to participate in the strategic improvement program Curiosity and Powerful Learning, (CPL,) through which we are collectively committed to reducing teacher variability and improve teacher precision and practice thus enabling students to build their learner confidence, engagement and ultimately their achievement. Our partnership with the Knox network of schools and McRel concluded in 2018, however we retain our relationship with Monash University. Consistent resourcing of time and funding has, and continues to be, prioritised to CPL professional learning and development. This has enabled us to embed the related whole school and teacher theories of action resulting in clarity around our instructional model whilst significantly strengthening our team approach and enabling development of innovative and engaging flexible learning programs at all year levels.
	As such, we have been well placed to engage with the Victorian Government's Framework for Improving Students Outcomes, (FISO) and subsequent improvement strategies such as the High Impact Teaching Strategies, (HITS) and Practice Principles which relate directly to our CPL program.
	Over the past 4 years we have focused on building leadership capabilities and devolved our leadership team considerably. Our School Leadership Improvement Team, comprising Principal class, Learning Specialists, and Professional Learning team, (PLT) leaders meets weekly to drive the strategic direction of the school with emphasis on whole school improvement through collaborative, research based, professional learning and teamwork.
	As a Professional Learning Community staff share responsibility for students learning, use data driven cycles of inquiry, evidence based teacher practice and collectively focus on continual improvement. We meet as a whole staff weekly on Wednesdays to focus adult learning on improvement strategies with Professional Learning Teams, (PLTs) following up practical application of whole staff learning in Pedagogy and Practice meetings on Monday afternoons. Professional Learning Teams are highly resourced and prioritised and meet together 3 times per week during class time. The collaborative improvement work of PLTs is frame-worked by Quality in Schools and Curiosity and Powerful Learning practices and operational protocols and is always strategically focused on raising student's outcomes, shared high expectations of practice and evidence based learning.

Context challenges	Our high functioning PLTs work collectively and collaboratively to evaluate and monitor, design, develop and refine instructional and flexible learning experiences to meet and challenge individual student needs. Learners participate in a diverse range of Literacy and Numeracy programs supporting the improvement of individual student's levels of achievement, alongside quality learning experiences delivered through a variety of integrated, play based and inquiry approaches across all curriculum areas. During 2019, intensive Language and Literature professional learning was implemented to up-skill teaching staff and restructure Literacy programs to positively impact our student writing outcomes. We expect to be able to evidence student outcome improvement in writing as a result of our enhanced language and literacy teacher skills in 2020. The school curriculum is further enhanced through specialist programs consisting of Visual Arts, Performing Arts, LOTE (AUSLAN), Physical Education, Science and Library studies. In addition, the school has a strong focus on sustainability and student leadership enabling students to become environmentally aware and socially conscious citizens. Students are encouraged and facilitated to demonstrate agency within their learning by participating in student led conferences, goal setting and improvement monitoring of their progress in relation to their shared 'Learner Powers' and through providing feedback to teachers within the MPS instructional model strategies. MPS has a strong commitment to the development and integration of a variety technologies across the school curriculum providing excellent access at every level to flexible use of devices to complement learning programs. Our staff are committed to operating as a professional learning community, with developed and embedded professional learning team practices frame-worked by the FISO cycle of inquiry and rigorous operational protocols. Our work has resulted in the embedding of whole school and teacher theories of action resulting in clarity of our instructional model, significantly strengthening our team approach within our Professional Learning Community. Analysis of data and factors leading to a decrease in the percentage of students maintaining high achievement in Writing from Grade 3 to Grade 5 were identified in late 2018. At this point we found that limitations of previous Literacy programs and variation in teaching staff literacy skills and knowledge were resulting in higher achieving student's inability to demonstrate consistent academic improvement. Whilst the new Language and Literacy program and moderation and rubrics informed by the Kingston continuum are being embedded across the school, challenges moving forward will be; • Sustaining improved teacher practice to improve student outcomes, • Linking learning to real life contexts

	• Implementing learning sequences based on global perspectives • Continuing to drive authentic student agency opportunities for our students. In addition, maintaining momentum and continually improving both Numeracy and Literacy outcomes, without losing focus on one area over another, will be an ongoing challenge in our aim to stretch and renew all aspects of school performance.
Intent, rationale and focus **Intent, rationale and focus**	**INTENT** Our intent is to improve our student's learning outcomes, academically, socially and emotionally by maximising teacher capability, improving practice and reducing variability. **To further improve academic outcomes of all our students we intend to;** • Build the capability of our teaching teams to develop their practices as a professional learning community to provide learning programs with high expectations for Literacy and Numeracy outcomes that engage and inspire students through global perspectives and real world contexts. • Identify high performing students in Reading and Writing and strategically ensuring that they maintain growth from Grade 3 into Grade 5 and from Grade 5 into Year 7. **To further improve the social and emotional outcomes of all our students we intend to;** • Continue to support students to master skills with which to build strong relationships that will enhance their connectedness to school and community • Provide learning programs that empower students to demonstrate their academic progress, their agency, growth-mindset and self-awareness **RATIONALE** We collectively believe that our intent is important in the context of a rapidly changing world, where citizens of tomorrow will need to be literate, adaptable, globally aware and resilient problem solvers. As a result, it is incumbent upon us to educate the whole child and provide educational outcomes for our students that empower them to be proactive and flexible thinkers, able to take on challenge, make the most of their opportunities and succeed, today, tomorrow and into their future. **FOCUS** Over the new strategic plan period, 2019-2023 our Professional Learning Community will be prioritising; • Student Writing outcomes • Student Reading outcomes

Intent, rationale and focus	• Teacher Practice • Data Literacy • Student Agency • Global perspectives and real world contexts **PROCESS** Goals identified in the new strategic plan will be achieved through clear action planning of strategies and targeted professional development. The School Improvement team will lead working parties attributed to the main goals for Achievement, Wellbeing and Engagement. Working parties will use our 'Quality Learning in Schools' cycle of inquiry, 'Plan Do Study Act' to undertake a data driven inquiry approach to identify opportunities for improvement and create an overall action plan for the strategic period which will be broken down into detailed annual Gantt charts aligned to the AIP. Weekly whole school workshop sessions will be used to provide professional development focused on Literacy, Student Agency and Global citizenship and shared practices, new skills and knowledge and development of initiatives will be driven by year level PLTs. To achieve, monitor and consistently evaluate our progress toward our strategic goals, staff will align individual and team goals within their professional development plans, (PDP) to annual plans creating a clear line of sight, PDP-AIP-SSP. The planning stage, (evaluate, analyse data, identify problems of practice) for Literacy began early in 2019, with 2019 seeing all PLTs involved in the 'D0' and 'STUDY' stages with strategically linked PDP goals to track high achieving students. We will initiate the "ACT" stage of the cycle in term one of 2020 and repeat the cycle through each of the following years of the strategic cycle- continually identifying improved practice, opportunities for improvement and professional support to improve teacher practices. This will include targeted Data Literacy PD in 2020 and consistent monitoring of the curriculum by leadership. Both the Engagement and Wellbeing goal along with associated improvement strategies and changes will be driven in by the same processes, beginning in 2020 with the roll out of the Amplify program.

Goal 1	To improve student outcomes in Literacy
Target 1.1	Over four years, increase the percentage of students assessed in NAPLAN Writing in bands 5 and 6 (top 2 bands) at Year 3 who achieve high learning growth at Year 5, from 25% to 40%. Over four years, improve the accuracy of teacher judgements of students writing and reduce the variance between NAPLAN writing assessment of top 2 bands (19%) and teacher judgements above expected level (65%), from 46% to below 20%
Target 1.2	Over four years, increase the percentage of students assessed in NAPLAN Reading in bands 5 and 6 (top 2 bands) at Year 3 who achieve high learning growth at Year 5, from 18% to 25%.
Target 1.3	Improve positive responses in the SSS in the area of Guaranteed and Viable Curriculum from 88% to equal or above 90%.
Target 1.4	Improve the positive responses in the AToSS in the factor of Stimulated Learning from 82% to 90%.
Key Improvement Strategy 1.a Building practice excellence	Build teacher knowledge of, and ability to implement the agreed Language and Literacy approach
Key Improvement Strategy 1.b Building practice excellence	Build pedagogical practice through the CPL strategy
Key Improvement Strategy 1.c Building practice excellence	Build data literacy and teacher capacity to collaboratively analyse data and moderate common assessment tasks to inform differentiated learning programs

Goal 2	To improve students' learning engagement and self–efficacy
Target 2.1	Improve positive endorsement on the AToSS for Student Voice and Agency from 68% to 75%.
Target 2.2	Improve positive endorsement on the AToSS for Sense of Confidence from 77% to 85%.
Target 2.3	Improve positive endorsement on the POS for Student Agency and Voice from 76 per cent to 80 per cent.
Key Improvement Strategy 2.a Empowering students and building school pride	Build teacher knowledge and ability to activate student voice and agency
Key Improvement Strategy 2.b Empowering students and building school pride	Establish systems and structures to foster and sustain student voice and agency in learning
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build students' capacity to use student voice and agency in their learning
Goal 3	To improve student wellbeing and social engagement
Target 3.1	To increase positive endorsement in the AToSS for: • Respect for Diversity from 76% to 85%. • Motivation and Interest from 76% to 85%.
Target 3.2	To increase positive endorsement in the SSS for the Teaching and Learning factor 'Teachers focus on developing learning programs that relate to real–life problems' from 96% to 98%.
Target 3.3	To increase the percentage of students above the expected level according to teacher judgements in: • Intercultural capability from an average across Grade 1-6 of 11% to 18%. • Personal and Social capability from an average across Prep-6 of 19.8% to 35%.
Key Improvement Strategy 3.a Global citizenship	Develop teacher understanding, application and implementation of global perspectives across the curriculum through real–world contexts
Key Improvement Strategy 3.b Curriculum planning and assessment	Engage teachers and students in co–designing learning that connects to real–world contexts

Framework for improving

Student Outcomes (FISO)

KEY