

School Strategic Plan 2023-2027

Mentone Primary School (2950)



Submitted for review by Andrew Holmes (School Principal) on 12 March, 2024 at 03:44 PM

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Endorsed by Nick Foster (School Council President) on 12 March, 2024 at 09:15 PM

School Strategic Plan - 2023-2027

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School vision	<p>Mentone Primary School aspires to foster a vibrant community where every student thrives academically, socially and emotionally.</p> <p>By nurturing meaningful connections that embrace the rich diversity of our students' cultural backgrounds, individual needs, and unique abilities, we aim to empower them with the knowledge, skills and dispositions to shape the world around them.</p>
School values	<p>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;</p> <ul style="list-style-type: none">- Be respectful: we respect the property of other people and the school, we are responsible for making our own choices, we respect the thoughts and ideas of everyone..- Be caring: we are aware of how our choices impact the thoughts and feelings of others.- Be friendly: we treat others how we like to be treated, we care for our school environment, we use of manners at all times.- Be a team player: we set rules for games and our learning and we follow them, we help others when they are upset or lonely.- Be honest: we do the right thing, we own our behaviour, and we tell the truth even when it might be difficult.
Context challenges	<p>Our key challenges moving into this Strategic Plan are:</p> <ul style="list-style-type: none">- the need to strive for continuous improvement for all students in literacy and numeracy. This extends to embedding evidence-based learning and differentiated instruction across all year levels.- to strengthen a culture of respect and collaboration with positive and supportive relationships between all members of the school community.- to embed systematic use of assessment strategies and practices to obtain evidence and provide feedback on student learning growth and wellbeing capabilities.
Intent, rationale and focus	<p>Mentone Primary School is aiming to ensure the learning needs of all students be articulated consistently in teacher planning and in classroom practice, that communication and accountability processes, along with effective staff collaboration focus on meeting the learning needs of our students, and that quality assessment techniques are used to</p>

	<p>assess students' knowledge and engagement. By focussing on these particular aspects of our collective practice, we will foster a community of learners in which everyone can thrive academically, socially and emotionally.</p> <p>We have three goals for next four years. In 2024 and beyond we intend to focus on:</p> <ol style="list-style-type: none">1. the achievement in literacy and numeracy for all students2. improving student engagement in a positive climate of learning, and3. using formative assessment practices that will increase student learning growth.
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Goal 1	Improve achievement in literacy and numeracy.
Target 1.1	<p>By 2027, increase the percentage of Year 3 students assessed in the NAPLAN <i>Exceeding and Strong</i> levels of achievement in:</p> <ul style="list-style-type: none">• reading from 69% in 2023 to at least 85%• writing from 86% in 2023 to at least 90%• numeracy from 76% in 2023 to at least 85%. <p>By 2027, increase the percentage of Year 5 students assessed in the NAPLAN <i>Exceeding and Strong</i> levels of achievement in numeracy from 83% in 2023 to at least 90%</p> <p>Maintain the percentage of Year 5 students assessed in the <i>Exceeding and Strong</i> levels of achievement in:</p> <ul style="list-style-type: none">• reading at 92% (2023)• writing at 94% (2023)
Target 1.2	<p>By 2027, increase the percentage of students in Years P-6 assessed above the expected level of achievement in the Victorian Curriculum in:</p> <ul style="list-style-type: none">• reading and viewing from 51% (2023) to at least 55%• number and algebra from 40% (2023) to at least 44%• writing from 29% (40%) to at least 40%

Target 1.3	<p>By 2027, increase the percentages of positive staff endorsement to the following factors in the School Climate module of the School Staff Survey:</p> <ul style="list-style-type: none"> • Teacher collaboration from 36% (2023) to 75% • Guaranteed and viable curriculum from 69% (2023) to 90% • Collective focus on student learning from 65% (2023) to 94%. <p>By 2027, increase the percentages of positive staff endorsement to the following factors in the Teaching and Learning Practice Improvement module of the School Staff Survey:</p> <ul style="list-style-type: none"> • Professional learning through peer observation from 35% (2023) to 85% • Seek feedback to improve practice from 41% (2023) to 85%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop teacher capability to understand and implement a guaranteed and viable curriculum.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and implement the school's agreed instructional model, pedagogical routines and the implementation of High Impact Teaching Strategies (HITS).
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high	Build instructional leadership capability with agreed processes for feedback, coaching and observations.

expectations; and a positive, safe and orderly learning environment	
Goal 2	Improve student engagement
Target 2.1	<p>By 2027, increase the percentage of positive staff endorsement to the following factors in the School climate module of the School Staff Survey:</p> <ul style="list-style-type: none"> • Collective efficacy from 75% (2023) to 90% • Collective responsibility from 77% (2023) to 93%. <p>By 2027, increase the percentage of positive staff endorsement for the following factor in the School leadership module of the School Staff Survey:</p> <ul style="list-style-type: none"> • Instructional leadership from 49% (2023) to 80%.
Target 2.2	<p>By 2027, increase the percentages of positive parent endorsement to the following factor of the Parent/Carer/Guardian Opinion Survey:</p> <ul style="list-style-type: none"> • Parent and community engagement from 81% (2023) to 85%.
Target 2.3	<p>AtoSS</p> <p>By 2027 increase the percentage of positive student endorsement to the following factor:</p> <ul style="list-style-type: none"> • <i>Student behaviour</i> from 88% (2023) to 92%.
<p>Key Improvement Strategy 2.a</p> <p>The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	Develop and implement an agreed whole school approach to creating a supportive, calm and orderly learning environment.

expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Work collaboratively with students, staff and the school community to review, refine and implement the school values.
Key Improvement Strategy 2.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	Develop agreed processes for leadership structures and staff role clarity.
Key Improvement Strategy 2.d 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	Build instructional leadership capability with agreed processes for feedback, coaching and observations.
Goal 3	Improve growth in student learning and wellbeing.
Target 3.1	From 2024 to 2027, maintain the 2023 percentages of positive student responses to the following factors of the Attitudes to School Survey: <ul style="list-style-type: none"> • Effort at 91% • High expectations for success at 99% • Teacher concern at 85%

Target 3.2	<p>By 2027 increase the percentages of positive staff endorsement to the following factors in the School Staff Survey:</p> <ul style="list-style-type: none"> • Understand how to analyse data from 65% (2023) to 75% (Teaching and learning evaluation module) • Monitor effectiveness using data from 88% (2023) to 92% (Teaching and learning evaluation module) • Use formative assessment from 76% (2023) to 82% (Teaching and learning implementation module)
Target 3.3	<p>By 2027, increase the percentages of positive parent endorsement to the following factor of the Parent/Carer/Guardian Opinion Survey:</p> <ul style="list-style-type: none"> • Teacher communication from 76% (2023) to 70%
Key Improvement Strategy 3.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop and implement a whole school plan for assessment of learning and the Response to Intervention (RTI) model.
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	Develop responsive teaching by improving teacher knowledge and understanding of formative assessment.

student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 3.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capability to use data and plan for differentiated learning.
Key Improvement Strategy 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	