

School Strategic Plan 2020-2024

Mentone Park Primary School (4955)



Submitted for review by Cameron Agars (School Principal) on 11 October, 2020 at 07:57 PM

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Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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School vision	Consistent with the previous School Strategic Plan, the shared vision for Mentone Park Primary School is: To foster curiosity and ignite a passion for learning. To prepare our students for their future as global citizens.
School values	Through consultation with staff, a decision was made to continue with the current set of values, which are communicated through the acronym TIER. Explicit definitions were developed by our student leaders. Teamwork - We display team work when we are inclusive and never leave anyone out. We know that working as a team we will achieve more than trying to do it by ourselves. Integrity - True integrity is always trying to do the right thing, even when nobody is looking. Excellence - We strive for excellence, which means trying our hardest and doing our best. Respect - We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.
Context challenges	<p>At Mentone Park Primary School our core purpose is to ignite a passion for learning and prepare our students for the future. We achieve this through a relevant and challenging curriculum that enables students to achieve educational excellence and ignites their curiosity and passion for lifelong learning. This is provided in an environment that is supportive and inclusive, allowing students to become confident and creative individuals. Students access instruction that is specifically targeted to their point of need. They are respected, challenged and supported along their educational journey.</p> <p>Developing connections is a major focus of our school community and we encourage students to connect with their peers, their school, their community and with the wider world, enabling them to become active and informed citizens. In the Junior School, we provide a platform that is based on strong foundational needs that set the building blocks for sustained growth and development. As students progress through the school they are challenged to take ownership of their learning journey and to broaden their knowledge of their community and the world they will inherit as leaders of a new generation.</p> <p>Our core purpose is underpinned by our TIER values – Teamwork, Integrity, Excellence and Respect. With a major focus on curriculum development and Personalised Learning, our dedicated staff are continuously improving their knowledge and skill base to deliver relevant and engaging programs to our students. Our Literacy and Numeracy programs are complemented by a whole school integrated, inquiry based approach to learning about the world around us.</p>

We work continuously on developing our teacher capacity to ensure we offer a rich and rewarding teaching and learning program that is current and relevant to our students' needs. Our dedicated teachers work in teams to plan and deliver a rigorous and consistent curriculum. Learning is personalised to cater for a diverse range of student abilities, offering extension and enrichment activities.

Teaching the whole child and developing strong connections and relationships with the school community is paramount to the school's vision and goals. Digital resources are an essential learning tool and at MPPS we use a variety of relevant 21st century tools to enhance the learning opportunities of our students. Broad exposure to cutting edge technology enhances the learning experience and supports the students to explore solutions to the many challenges in their world. This platform, coupled with empathy and compassion for others is the basis for our whole school curriculum.

The school curriculum is enhanced through our specialist programs consisting of Visual Arts, P.E., L.O.T.E (Italian) and Performing Arts. Students can be involved in our sustainability and environment program, which includes cooking, the veggie garden and our Chicken Coop. STEAM (Science, Technology, Engineering, Arts, Mathematics) is a prominent part of our curriculum and is supported through our newly developed science facility which has been resourced with the help of fundraising and donations from local businesses. We have also begun a relationship with the Moorabbin Airport Corporation and the many industries within the complex.

A strong wellbeing program underpins the school's educational philosophies based on the "Play Is The Way" model. The Restorative Practice philosophy guides student wellbeing practices by developing responsibility and building relationships. Parent involvement is an important element of our learning community. Parents are encouraged to take an active role in the education process through the School Council and sub committees, PFA, classroom invitations to student learning celebrations, evening presentations, Family Fun nights and sports days.

Curriculum:

We provide a relevant and challenging curriculum that enables students to achieve educational excellence, igniting their curiosity, creativity and passion for lifelong learning.

Environment:

We provide an environment that is safe, supportive and inclusive, allowing students to become confident and creative individuals.

Connections:

We encourage students to connect with their peers, school, community and the wider world, enabling them to become active and informed citizens.

Intent, rationale and focus

ACHIEVEMENT

Our focus over the next four years is to improve Literacy and Numeracy outcomes for all students. We recognise that when all teachers develop instructional leadership capacity, we understand that we are all leaders for our students, our colleagues and our community. Focused and targeted professional learning supports teaching teams to create an innovative and challenging learning environment.

At Mentone Park Primary School we will:

1. Embed curriculum planning and implementation that challenges and supports all learners.
2. Embed authentic, fit for purpose assessment and feedback strategies that improve teaching and learning.
3. Continue to develop our inquiry improvement cycle that draws on evidence based practice to plan for learning at each student's point of need.

ENGAGEMENT

Our focus over the next four years is to stimulate student engagement in their learning through the introduction of challenging curriculum structures that ignite a passion for inquiry and discovery. We know that when teachers are curious and model high expectations as part of their regular classroom practice, students' intrinsic motivation to achieve is lifted.

At Mentone Park Primary School we will:

1. Embed a culture of high expectations that fosters engagement, curiosity and academic rigour.
2. Enhance teacher capacity to scaffold and differentiate learning through engaging curriculum models.
3. Enhance partnerships and communication between students, parents and the school.
4. Establish partnerships with community groups as well as national and international business partners.

WELLBEING

Our focus over the next four years in relation to wellbeing is to improve the health and wellbeing of all students. Research tells us that when schools, families and community groups work together to support learning, children perform better at school.

At Mentone Park Primary School we will continue to develop and expand our whole school approach to health, wellbeing, inclusion and engagement.

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Goal 1	Improve student achievement in literacy and numeracy.
Target 1.1	<p>By 2024, increase the Numeracy benchmark growth percentage in Year 3 to 5 in the top two bands from 25 per cent in 2019 to 30 per cent or above, the Reading benchmark growth percentage in Year 3 to 5 in the top two bands from 34 per cent to 40 per cent or above, and the Writing benchmark growth percentage in Year 3–5 in the top two bands from 31 per cent to 40 per cent or above.</p> <p>By 2024 the percentage of students achieving above the expected level from Foundation - Grade 6, based on Teacher Judgement, will be at or above:</p> <p>Reading and Viewing - 60% (46% in 2019)</p> <p>Writing - 40% (31% in 2019)</p> <p>Number and Algebra - 50% (38% in 2019)</p>
Target 1.2	By 2024, increase the percentage positive endorsement of staff opinion in the SSS school climate factor Guaranteed and viable curriculum from 60 per cent (2019) to 75 per cent.
Target 1.3	By 2024, increase the percentage positive endorsement of staff opinion in the SSS school climate factor on teacher collaboration from 43 per cent (2019) to 60 per cent.
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop the school's curriculum plan fully to integrate learning areas and capabilities, pedagogy and assessment into a coherent, sequential and developmental plan for learning.
Key Improvement Strategy 1.b Instructional and shared leadership	Build the instructional leadership capacity of all leaders to enable higher levels of collaboration, consistency, collective responsibility and shared accountability across the school.
Key Improvement Strategy 1.c Curriculum planning and assessment	Build leaders and teachers' practice excellence through a whole school approach to targeted professional learning, greater use of feedback, modelling, coaching and peer observation.

Goal 2	Improve student agency and social engagement.
Target 2.1	By 2024, the AToSS factor Student voice and agency overall positive percentage will increase from 60 per cent (2019) to 70 per cent. By 2024, the AToSS factor Student Voice and Agency overall positive percentage for Year 5 will be 70 per cent (60% in 2019) and 60% for Year 6 (51% in 2019)
Target 2.2	By 2024, the percentage POS factor Student cognitive engagement related to stimulating learning environment; 'This school provides diverse programs for my child's interests and abilities' increase from 54 per cent (2019) to 74 per cent.
Target 2.3	By 2024, the SSS Teacher–student relations overall positive percentage survey factor for Teacher concern increases for Year 5 girls from 53 per cent (2019) to 75 per cent.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build the capacity of students to monitor their own learning, and collaborate with teachers to act as partners in learning.
Key Improvement Strategy 2.b Parents and carers as partners	Enhance learning partnerships and communication between students, parents and the school.
Key Improvement Strategy 2.c Empowering students and building school pride	Build school leaders' and teachers' capacity to activate student leadership.

Goal 3	Improve student wellbeing.
Target 3.1	<p>By 2024, the student AToSS factor overall positive percentage for Learner characteristics and disposition related to Motivation and interest increase from 77 per cent (2019) to 85 per cent.</p> <p>By 2024, the student AToSS factor overall positive percentage for School Connectedness in Year 6 students will be at or above 70% (59% in 2019)</p> <p>By 2024, the student AToSS factor overall positive percentage for Respect for Diversity in Year 6 will be at or above 70% (56% in 2019)</p>
Target 3.2	<p>By 2024, the POS factor 'teachers communicate with me often enough about my child's progress increases from 65 per cent (2019) to 75 per cent.</p> <p>By 2024, the POS factor "Stimulating Learning Environment" will increase from 4.5 percentile to 20 percentile.</p> <p>By 2024, the POS factor "Student Agency and Voice' will increase from 5.5 to 20 percentile.</p>
Target 3.3	By 2024, the POS community engagement factor increases from 57 per cent (2019) to 70 per cent.
Key Improvement Strategy 3.a Vision, values and culture	Develop a whole school agreed vision and values in collaboration with students, teachers and parents.
Key Improvement Strategy 3.b Global citizenship	Develop curriculum emphasis focused on developing intercultural capability, social justice, human rights, local and global citizenship.
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Build whole school approaches to promoting authentic and purposeful education for sustainability.

