

# School Strategic Plan 2024-2028

Mentone Park Primary School (4955)



Submitted for review by Leisa Higgins (School Principal) on 13 August, 2024 at 01:01 PM

Endorsed by David Caughey (Senior Education Improvement Leader) on 12 September, 2024 at 01:55 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2024-2028

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<b>School vision</b>	<p>The shared vision for Mentone Park Primary School is;</p> <p>To foster curiosity and ignite a passion for learning.</p> <p>To prepare our students for their future as global citizens.</p> <p>Shape the way our community works together by creating shared expectations and norms</p>
<b>School values</b>	<p>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.</p> <p>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.</p> <p>Integrity - True integrity is always trying to the right thing, even when nobody is looking.</p> <p>Excellence - We strive for excellence, which means trying our hardest and doing our best.</p> <p>Respect - We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.</p>
<b>Context challenges</b>	<p>At Mentone Park Primary School our core purpose is to ignite a passion for learning and prepare our students as future ready learners. We achieve this through a relevant and challenging curriculum that enables students to achieve educational excellence and ignite 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 sets 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 of 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 changing to complement a whole school consistent approach with explicit teaching strategies.</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 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 program which consists of Visual Arts, P.E., Auslan and Performing Arts. Students can be involved in our sustainability and environment program, which includes cooking, indigenous garden and the veggie garden. STEAM (Science, Teechnology, 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. WE are building our Auslan program by implemneting this across the school with staff being trained and incorporating Auslan into their classrooms on a daily basis.

The Resilience, Rights and Respectful Relationships (RRRR) guides student wellbeing practices by developing responsibility and building relationships inside and outside of the classroom. 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. The school will be working towards embedding a consistent wellbeing program across the school.

Since 2023 Term 3 until present ( 2024, Term 3), the school has had 3 different Acting Principals. This has had significant impact on the schools ability to embed consistent wellbeing programs and focus of explicit teaching and learning to improve student and school outcomes.

**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.

	<p>Connections:</p> <p>We encourage students to connect with their peers, school, community and the wider world, enabling them to become active and informed citizens.</p>
<b>Intent, rationale and focus</b>	<p><b>ACHIEVEMENT</b></p> <p>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.</p> <p>At Mentone Park Primary School we will:</p> <ol style="list-style-type: none"> <li>1. Embed curriculum planning and implementation that challenges and supports all learners.</li> <li>2. Embed authentic, fit for purpose assessment and feedback strategies that improve teaching and learning.</li> <li>3. Continue to develop our inquiry improvement cycle that draws on evidence based practice to plan for learning at each students point of need.</li> </ol> <p><b>ENGAGEMENT</b></p> <p>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 when teachers are curious and model and high expectations as part of their regular classroom practice, students intrinsic motivation to achieve is lifted.</p> <p>At Mentone Park Primary School we will:</p> <ol style="list-style-type: none"> <li>1. Embed a culture of high expectations that fosters engagement, curiosity and academic rigour.</li> <li>2. Enhance teacher capacity to scaffold and differentiate learning through engaging curriculum models.</li> <li>3. Establish partnerships with community groups as well as national and international business partners.</li> <li>4. Enhance partnerships and communication between students, parents and the school.</li> </ol> <p><b>WELLBEING</b></p> <p>Our focus over the next four years is to embed a consistent wellbeing program across the school in relation to wellbeing is to improve the health and wellbeing of all students.</p> <p>At Mentone Park Primary School we will:</p> <ol style="list-style-type: none"> <li>1. Continue to develop and expand our whole school approach to health, wellbeing, inclusion and engagement.</li> </ol>



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<b>Goal 1</b>	Maximise the achievement of every student.
<b>Target 1.1</b>	<p>By 2028, increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"><li>• reading from 65% (2023) to 80%</li><li>• numeracy from 60% (2023) to 78%</li></ul> <p>Year 5:</p> <ul style="list-style-type: none"><li>• reading maintain at 90% (2023)</li><li>• numeracy maintain at 81% (2023)</li></ul> <p>(To be confirmed)</p>
<b>Target 1.2</b>	<p>By 2028, increase the percentage of Year 5 students in NAPLAN high relative growth in:</p> <ul style="list-style-type: none"><li>• reading from 25% (2023) to 30% (2028)</li><li>• numeracy from 0% (2023) to 22% (2028)</li></ul> <p>(To be confirmed)</p>

<b>Target 1.3</b>	<p>By 2028, increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>• Instructional leadership from 29% (2023) to 75%</li> <li>• Guaranteed and viable curriculum from 65% (2023) to 77%</li> <li>• Teacher collaboration from 49% (2023) to 69%.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed an agreed instructional model.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a whole school curriculum framework.
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement evidence-informed whole school approaches to literacy and numeracy
<b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.d</b>	Strengthen the school's instructional leadership to build a culture of professional learning and collaboration.

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	
<b>Goal 2</b>	Empower all students to become confident and engaged learners.
<b>Target 2.1</b>	By 2028, maintain the percentage positive endorsement in the Attitudes to School Survey for: <ul style="list-style-type: none"> <li>• Effective teaching time at 85% (2023) to 85%</li> <li>• Sense of confidence at 83% (2023) to 83%</li> <li>• Effort at 81% (2023) to 81%.</li> </ul>
<b>Target 2.2</b>	By 2028, increase the percentage of positive endorsement in the School Staff Survey for: <ul style="list-style-type: none"> <li>• Understand formative assessment from 70% (2023) to 77%</li> <li>• Knowledge of high impact teaching strategies from 50% (2023) to 76%</li> <li>• Professional learning to improve practice from 40% (2023) to 77%</li> </ul>
<b>Target 2.3</b>	By 2028, increase the percentage of positive endorsement in the Parent Opinion Survey for: <ul style="list-style-type: none"> <li>• Stimulating learning environment from 71% (2023) to 75%</li> <li>• Student motivation and support maintain at 77% (2023)</li> <li>• Confidence and resiliency skills from 78% (2023) to 83%</li> </ul>
<b>Key Improvement Strategy 2.a</b>	Develop consistent use of learning intentions and success criteria across the school.



Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to effectively utilise goal setting and feedback with students, relating to both learning and wellbeing outcomes.
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Improve teacher understanding and use of both wellbeing and learning formative assessments.