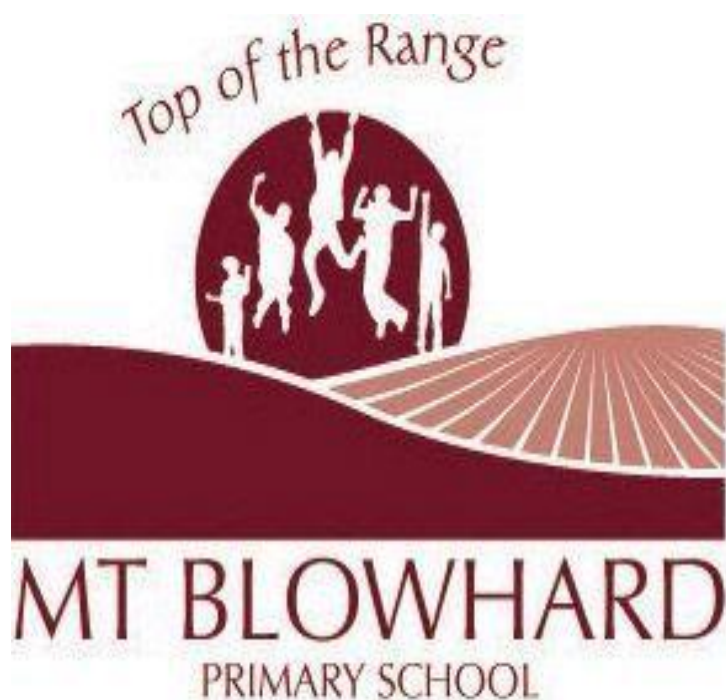


School Strategic Plan 2020-2024

Mount Blowhard Primary School (2037)



Submitted for review by Robert Walsh (School Principal) on 19 July, 2021 at 04:36 PM

Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 19 July, 2021 at 04:39 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

Mount Blowhard Primary School (2037)

School vision	Our School Vision is to ensure that all students achieve their academic, social, emotional and physical potential in a supportive and purposeful learning environment, where our school values of Respect, Responsibility, Excellence and Kindness underpin all interactions. Our school believes in high expectations for all students in an atmosphere of care and support. We are committed to preparing our students to be creative, adaptable and responsible citizens of both their local and global community.
School values	As stated in the School Vision, the values of Respect, Responsibility, Excellence and Kindness underpin all interactions at Mt Blowhard Primary School. Our School Values are supported by our School Rules: Be Honest, Be Safe, Be Nice, Be Positive, and Be a Learner.
Context challenges	Key challenges include; -to some degree, leadership and staff change over impacted the development of consistent curriculum documentation -new staff induction and development to ensure understanding of the theory and implementation of very specific (science or reading and science of learning) evidence based teaching practices at the school -continuing to develop an assessment schedule reflective of the teaching practices at the school -continuing to develop staff skills in data literacy to inform point of need teaching -full implementation of PLCs.
Intent, rationale and focus	<p>Intent: The 2021 school review provided the opportunity to celebrate and affirm the many strengths of the school and the quality teaching and learning programs provided. The review process ensured the continuation of a clear journey of school improvement. It is our intention to address the areas of focus outlined below in the next four years to create a strong culture of high expectations and high achievement that supports the social, emotional and learning needs of our students.</p> <p>Rationale: The School Review Panel concluded that the school had provided significant professional development for the staff to enable effective teaching and learning. As an “influence” school, the school’s data indicated that efforts to improve student learning were effective. The Panel found that the teaching and learning was sequential and clearly communicated across the school. The professional learning was directly related to classroom instruction with a PLC inquiry focus and accountability into classroom practice. There was a strong link and reflection into the school’s focus on teaching and learning.</p>

The Panel concluded that a whole-school instructional model was in place and that progress had been made in using evidence-based teaching and learning approaches, particularly through the Professional Learning Community (PLC) approach. They found there was a focus on explicit and direct teaching within the instructional model.

Staff and parent forums indicated that the sense of pride and expectation that students do their best was reflected in the increase in growth across all domains and the school's NAPLAN results. The Panel agreed that the parent, staff and student forums indicated pride and enjoyment in their school.

Focus:

A combination of learnings from the review process and the School Review Panel recommendations informed the following key directions for the next School Strategic Plan:

- Continue work in the areas of curriculum documentation, staff professional learning and staff induction.
- There is a focus on explicit and direct teaching within the instructional model, but that opportunities for feedback on practice were not consistently embedded.
- Continue to develop an assessment schedule reflective of the teaching practices within the school.
- Continue to develop staff capacity in data literacy to inform point of need teaching.
- Full implementation of PLCs.
- Literacy and numeracy, particularly increasing the percentage of students above benchmark growth and decreasing the percentage of students below benchmark growth in NAPLAN and increasing the percentage of students at or above age expected level in teacher judgements against the Victorian Curriculum F-6.
- Continue to develop and embed programs (School Wide Positive Behaviour and Respectful Relationships) and strategies related to student health and wellbeing.
- Continue to develop opportunities for increasing student voice, agency and leadership.

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Goal 1	To improve literacy and numeracy outcomes for all students.
Target 1.1	The percentage of year 5 students achieving above benchmark growth in NAPLAN to increase in: <ul style="list-style-type: none">• Reading from 38 per cent (benchmark set as a mean over three years prior to start of review period) to 45 per cent by 2024• Writing from 29 per cent (benchmark set as a mean over three years prior to start of review period) to 35 per cent by 2024• Numeracy from 29 per cent (benchmark set as a mean over three years prior to start of review period) to 35 per cent by 2024
Target 1.2	The percentage of year 5 students achieving below benchmark growth in NAPLAN to decrease in: <ul style="list-style-type: none">• Reading from 15 per cent (benchmark set as a mean over three years prior to start of review period) to 10 per cent by 2024• Writing from 14 per cent (benchmark set as a mean over three years prior to start of review period) to 10 per cent by 2024• Numeracy from 21 per cent (benchmark set as a mean over three years prior to start of review period) to 15 per cent by 2024
Target 1.3	The percentage of students achieving at or above the age expected level in teacher judgements F-6 against the Victorian Curriculum to increase in:

	<ul style="list-style-type: none"> • Reading and Viewing from 82 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024) • Writing from 81 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024) • Number and Algebra from 80 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024)
Key Improvement Strategy 1.a Building practice excellence	Embed an Instructional Model consistently across the school.
Key Improvement Strategy 1.b Evaluating impact on learning	Develop teacher efficacy in data literacy to inform teaching and learning.
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop, document and monitor the school's curriculum plan and assessment schedule.
Goal 2	To enhance the social and emotional well-being of all students.
Target 2.1	<p>To increase the percentage of positive endorsement in the Student Attitudes to School survey in the factors:</p> <ul style="list-style-type: none"> • Motivation and Interest from 60 per cent (benchmark set as a mean over three years prior to start of review period) to 75 per cent (2024) • Sense of connectedness from 75 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024) • Student voice and agency from 53 per cent ((benchmark set as a mean over three years prior to start of review period) to 80 per cent (2024)

<p>Target 2.2</p>	<p>To increase the percentage of positive endorsement in the School Staff survey in the factors:</p> <ul style="list-style-type: none"> • Support the growth and learning of the whole child from 78 per cent ((benchmark set as a mean over three years prior to start of review period) to 80 per cent (2024) • Stimulated learning from 66 per cent (benchmark set as a mean over three years prior to start of review period) to 75 per cent • Use student feedback to improve practice from 56 per cent (benchmark set as a mean over three years prior to start of review period) to 70 per cent (2024)
<p>Key Improvement Strategy 2.a Setting expectations and promoting inclusion</p>	<p>Embed a proactive wellbeing strategy across the school that improves the engagement of all students in their learning.</p>
<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>Activate student voice and agency in their learning.</p>