

School Strategic Plan 2022-2026

Mount Eliza Primary School (1368)



Submitted for review by Kim Wheeler (School Principal) on 09 February, 2023 at 05:35 PM

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Endorsed by Dean Charge (School Council President) on 07 March, 2023 at 02:57 PM

School Strategic Plan - 2022-2026

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School vision	<p>Our MEPS Vision: A community connected in kindness through relationships, learning and values.</p> <p>Our MEPS Mission: Improving the quality of student outcomes and teaching practice by:</p> <ol style="list-style-type: none">1. Promoting and maintaining healthy and productive relationships2. Balancing explicit teaching and guided inquiry to build the capacity of learners3. Creating a culture of collective responsibility
School values	<p>Our MEPS Philosophy: We believe all children have the capacity to be competent, capable and sophisticated thinkers with endless ways and opportunities to express themselves.</p> <p>Our MEPS Values: Our five values underpin the way in which we approach learning, relationships and collaboration. These definitions are a culmination of comments from students, staff and community members during the Review Focus Group discussions.</p> <ul style="list-style-type: none">* Respect - We use kind words and actions.* Resilience - We bounce forward when things don't go to plan.* Responsibility - We make good choices and are accountable for our actions.* Connectedness - We belong, and feel safe and valued in our community.* Challenge - We use energy, effort and determination to give everything a go.
Context challenges	<p>The self-evaluation and review process provided an important platform from which to reevaluate and guide our future work. As a result, the 2022 - 2026 School Strategic Plan provides the school with an opportunity to focus on improved learning outcomes and engagement across Literacy and Numeracy, Wellbeing and Inquiry.</p> <p>Through this thorough review process and reflection our panel noted the following key directions that will support our future work to ensure:</p> <ul style="list-style-type: none">- That the teaching and learning is guided by a school based Instructional Model, acting as an overarching framework.- That consistency of practice is evident throughout the school, including the use of school wide instructional practice models, curriculum planning documents and IEPs/IBPs.

	<ul style="list-style-type: none"> - That we continue to focus on improving teacher capacity to use and analyse data to support differentiated teaching and learning, combined with the provision of purposeful and real-life related learning tasks, and to further challenge our students to ensure high growth is achieved across multiple schooling years. - That we continue to develop our literacy and numeracy programs following best practice methods through the effective implementation of our PLC inquiry cycles. - That our teachers continue to learn and grow, ensuring that a wide variety of Professional Learning opportunities are undertaken and shared. - That we continue to develop and refine multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion, especially given the cumulative impact of previous challenges. - That we develop a model to support student voice and learner agency, with a focus on students setting and monitoring their own learning goals. - That our inquiry program be more engaging and responsive to student interest and needs. <p>The challenge for the school will be to move from 'Renew' to 'Influence' using the Differentiated School Performance Group model.</p>
<p>Intent, rationale and focus</p>	<p>INTENT</p> <ul style="list-style-type: none"> - To maximise and improve the achievement and learning growth of every student, particularly in literacy and numeracy. - Strengthen our school wide approach to the social and emotional wellbeing of students to provide a safe, supportive and inclusive learning environment. - To empower students to be engaged learners by promoting and developing student voice and learner agency. <p>RATIONALE</p> <ul style="list-style-type: none"> - It is important that our teaching staff are consistent in their practice to ensure that literacy and numeracy are being implemented using the most effective pedagogies. - It is essential that our staff continue to work together to interpret data through our PLCs so that best practice teaching and learning is taking place and so that each individual student has their needs catered for, including high and low achieving students. - We want our students to be active in their learning journey and for them to be involved in setting goals, self efficacy and engagement. - We know that wellbeing is vital and want to ensure that all students are supported to be their best in the school environment. <p>FOCUS</p> <p>Over the next four years, Mt Eliza Primary School will develop an overarching Instructional Model as a framework through which we can continue to refine the teaching and learning of literacy and numeracy. We will work to ensure a balance between explicit/direct instruction and guided inquiry. Explicit instruction will be consistent across teaching areas and all teachers will be equipped with a strong understanding of effective pedagogies. We are working on developing consistency of practice and understanding and using data effectively to inform teaching, learning and student wellbeing. This will include a focus on moderation, assessment, feedback and differentiation of learning. A focus on the methods of teaching reading, including the Science of Reading, and developing a</p>

systematic approach to the teaching of writing will assist in a guaranteed and viable curriculum school wide. We will leverage our Numeracy Instructional Practice Model as a way to improve teaching and learning in Mathematics, as well as further develop students in the area of mathematics vocabulary and problem solving. The use of hands on learning will continue to play an important part of our teaching of Mathematics. Our staff will regularly participate in professional learning to ensure consistency of the mentioned changes.

Our staff will also work to embed the PLC model to increase data literacy and the use of this to improve student outcomes. We will continue to work collaboratively within our teams to maximise student learning. Having sound structures in place will be a priority with instructional practice models and clear documentation being a goal for our school, each year level and each teacher.

Providing students with further opportunities to develop their voice and learner agency will be a key focus over this review period. We want our students to have voice and agency and be engaged and stimulated, with an appropriate level of challenge in their learning and for parents/carers to be partners in their child's learning. Student agency will be fostered through feedback, co-construction of success criteria and the more rigorous and regular development of individual goals. Underpinned by further developing and refining our student leadership programs through vertical leadership opportunities such as the Student Representative Council and Mt Eliza Environment Team (MEET), and the senior school leadership focus (Leaders of Today and Tomorrow), student voice will be actively promoted school wide. At a classroom level, developing student agency will be a focus. By creating and implementing protocols and procedures to promote agency, students will take more ownership of their learning by assisting to guide learning and setting relevant and challenging goals. Students will be encouraged to share their learning through various opportunities, such as exhibitions, performances and student-led conferences. In addition, and to support the school's inclusion work, students will work alongside school staff and their parents throughout the Individual Education Plan/Individual Behaviour Plan writing process.

Wellbeing will become the responsibility of the whole MEPS community, with greater clarity around how the Wellbeing and Engagement Policy is enacted as a living document. The development of a more consistent student wellbeing and inclusion team will continue to strengthen our whole school health, wellbeing and inclusion programs. With the support of the 'Disability Inclusion' funding, we will seek to review and expand our student wellbeing supports and programs. We will create and seek to maintain new staffing roles, with an aim to support wellbeing, engagement and learning. We will utilise our wellbeing team to continue to develop structures and processes around identifying students at risk, facilitating access to supports, referrals for additional assessment and access to school based interventions for students, and to increase staff capacity in these areas.

We will work collaboratively to ensure that our inquiry program is engaging and responsive to student interest and needs. It will be strategically linked to the continued development of an identity for each learning area so that there is a more defined focus through which the learning can be developed, and something for students to look forward and aspire to as they move through the school. These foci are the lenses through which much of the learning can be organised and include:
Early Years (Prep to Year 2) - 'Powered by Play'
Middle School (Years 3 and 4) - 'Future Focused'

	Senior School (Years 5 and 6) - 'Leaders of Today and Tomorrow'
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Goal 1	Improve the learning growth of every student in literacy and numeracy.
Target 1.1	Increase the percentage of students achieving above benchmark growth in NAPLAN for: <ul style="list-style-type: none">• Writing from 18% (2021) to 22% (2026)• Reading from 29% (2021) to 31% (2026)• Numeracy from 29% (2021) to 31% (2026).
Target 1.2	Increase the percentage of Year 5 students achieving in the top two bands in NAPLAN for: <ul style="list-style-type: none">• Writing from 19% (2021) to 23% (2026)• Reading from 51% (2021) to 54% (2026)• Numeracy from 47% (2021) to 49% (2026).
Target 1.3	Increase the percentage positive endorsement for the School Staff Survey factors: <ul style="list-style-type: none">• Academic emphasis from 66% (2021) to 71% (2026)• Guaranteed and viable curriculum from 75% (2021) to 78% (2026)• Knowledge of high impact teaching strategies from 72% (2021) to 77% (2026).
Target 1.4	Increase the percentage positive endorsement for the Attitude to School Survey factors:

	<ul style="list-style-type: none"> • Effective teaching time from 76% (2021) to 82% (2026) • Differentiated learning challenge from 81% (2021) to 85% (2026).
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed an agreed school instructional model
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a common approach to curriculum planning and documentation across the school
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to analyse and use all forms of soft and hard learning data including visual and oral information from students to inform differentiated learning
Goal 2	Strengthen social and emotional wellbeing of students.
Target 2.1	Increase the percentage positive endorsement for the Attitude to School Survey factors: <ul style="list-style-type: none"> • Emotional awareness and regulation from 76% (2021) to 78% (2026) • Sense of inclusion from 86% (2021) to 89% (2026) • Sense of connectedness from 78% (2021) to 80% (2026).

Target 2.2	<p>Increase the percentage positive endorsement for the Parent Opinion Survey factor:</p> <ul style="list-style-type: none"> • Confidence and resilience skills from 92% (2021) to 93% (2026).
<p>Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Strengthen teacher capacity to analyse and use data to support improved whole school wellbeing practices
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Develop and implement multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.
Goal 3	Empower students to be engaged learners.
Target 3.1	<p>Increase the percentage positive endorsement for the Attitude to School Survey factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 60% (2021) to 65% (2026) • Stimulated learning from 69% (2021) to 77% (2026) • Self regulation and goal setting from 82% (2021) to 86% (2026).
Target 3.2	Increase the percentage positive endorsement for the School Staff Survey factor:

	<ul style="list-style-type: none"> Promote student ownership of learning goals from 78% (2021) to 82% (2026)
Target 3.3	<p>Increase the percentage positive endorsement for the Parent Opinion Survey factor:</p> <ul style="list-style-type: none"> Student voice and agency from 83% (2021) to 86% (2026).
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Build student capacity to set challenging learning goals and monitor their own growth
<p>Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop and implement an inquiry-based approach that supports the reciprocity of teachers as researchers working with students to improve the levels of challenging and engagement for students.