

School Strategic Plan for

Maramba Primary School Southern Metropolitan Region 2012-2015

Maramba
 Primary School



<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	<ul style="list-style-type: none">• Our vision is for a school community that works positively & collaboratively to achieve and celebrate success for each individual.• We have a collective responsibility to our core business which is to provide improved educational outcomes for all. The school provides an environment which equips everyone with the strategies & skills for lifelong learning.
Values	<ul style="list-style-type: none">• Resilience• Responsibility• Respect• Relationships
Environmental Context	<p>Maramba Primary School is located in Narre Warren in the outer south-eastern suburbs of Melbourne in the City of Casey. The school is surrounded by established housing and adjoins a large pre school. The current enrolment is 605 and this figure is expected to decrease over the next few years as the demographic gradually declines in the area. The expectation is that the school population will be around 580 in the coming years.</p> <p>As a result of changing demographics, almost half the families at the school are of Non English Speaking Background. This percentage continues to grow and trend data would suggest that it will not lessen in the immediate future.</p> <p>The school was built in 1991 and we are now celebrating our 20-year Anniversary. Over time the school has developed improved physical resources with our new BER gym and the remodelling of the old gym being our latest achievements. With respect to classroom resources our prime objective of introducing interactive whiteboards strategically throughout the school has been achieved. Key teachers throughout all levels in the school have ably supported this and two of these teachers have gained Teacher Professional Leave to further enhance this.</p> <p>The core business of the school is to provide quality teaching and learning and improved educational outcomes for all. The school provides an environment where teachers give the professional support and commitment students need as they pursue their learning and goals. In doing so, the school seeks to engage the students in learning in its broadest context, connecting them to the wider</p>

community.

Our Strategic Plan goal of achieving quality learning by further developing the Thinking Curriculum has been achieved with the implementation of inquiry based learning across the school. The school has taken time to develop staff knowledge of best practice by using a Thinking curriculum and inquiry approaches to assist all students in effective learning, leading to the discovery of new understandings, constructing explanations and drawing conclusions. We have continued to implement the new Victorian Essential Learning Standards curriculum with improved student achievement results throughout the Strategic Plan period.

Maramba Primary School is committed to consultation processes, shared decision making and to the provision of a learning environment that utilizes contemporary teaching strategies with ongoing assessment and reporting of each child's progress. The leadership team and the school staff are committed and empowered to confidently meet the educational, technological, resourcing and social challenges it faces in the future.

Students are exposed to a school environment where resilience is promoted and risk taking encouraged as the children develop confidence in their own abilities to become positive contributors to our school and life long learners. Our aim is to develop in students the qualities and skills that will enable them to adapt to change. The five foundations of the school's 'You Can Do It!' program are Confidence, Organisation, Getting Along, Persistence and Resilience.

Maramba provides a quality, comprehensive curriculum based on the Victorian Essential Learning Standards. Strong links have been forged between our inquiry based learning and the VELS domains, and Literacy and Numeracy are given special emphasis within the school curriculum. In addition to classroom teachers, specialist teachers cover the areas of Performing Arts, Physical Education and Visual Arts and Craft. Specialised support is provided in English as a Second Language, Reading Recovery, Phonemic Awareness and the Perceptual Motor Program (PMP).

Maramba Primary School has a full time staffing equivalent of 40.6 teachers and a support staff of 14. The school is organised into three co-ordination areas (junior, middle and senior), with 27 year level classes. The school's leadership profile consists of a Leadership Team, Team Leaders, Welfare Leaders and a Teachers' Consultative Forum. The school has a large range of enrichment and extension programs and actively promotes parent involvement.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> To improve student learning in the areas of literacy and numeracy. 	<p>Reading: That 95 % of students in Years 3 and 5 are above the National Minimum Standard in the NAPLAN by 2015.</p> <p>Writing: That 95 % of students in Year 5 are above the National Minimum Standard in the NAPLAN by 2015.</p> <p>Numeracy: That 95 % of students in Year 5 are above the National Minimum Standard in the NAPLAN by 2015.</p>	<p>Develop high quality instructional and distributed leadership that will enable designated leaders and teacher leaders to facilitate change in curriculum, teaching and learning.</p> <p>Create a culture of high expectations for student and school performance.</p> <p>Build teachers' capacity in the use of current evidence -based practices in literacy, numeracy and assessment.</p>
Student Engagement and Wellbeing	<ul style="list-style-type: none"> To improve student engagement and wellbeing. 	<p>To be at or above the 90th percentile in all areas of Thinking and Learning in the School Connectedness Survey</p> <p>To be at or above the 80th percentile in all areas of Student Relationships & Wellbeing components in the School Connectedness Survey</p>	<p>Embed the use of information technology and inquiry learning to improve engagement and learning.</p>

Student Pathways and Transitions	<ul style="list-style-type: none"> • To improve learning transitions into, through and beyond the school for all students with a focus on Year Three to Year Six. 	<p>Scores in Year Five School Connectedness Survey to improve in line with Grade Six scores.</p> <p>Improved scores in the Transition variable of the Parent Opinion Survey to reach the effective level – at least 51%</p>	<p>Strengthen connection and collaboration between the school and the wider community</p> <p>Improve the learning transitions into, through and beyond the school for all students with a particular focus on Year 3 to Year 6</p>

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Build teachers' capacity in the use of current evidence -based practices in literacy, numeracy and assessment.	Year 1	<ul style="list-style-type: none"> ▪ Stephen Graham Reading PD Feb 2012 ▪ Michael Ymer Mathematics PD Feb 2012 ▪ Consistency of planning, explicit instruction and assessment practices P-6 ▪ Introduction of PAT maths for 2 – 6 and I can do maths P-1 ▪ Enhance understanding and use of performance data through whole school and PLT structure 	<ul style="list-style-type: none"> ▪ Development of a whole school planning framework and documents at each year level for Reading and Mathematics ▪ That 85% % of students in Years 3 and 5 are above the National Minimum Standard in the NAPLAN by 2015. ▪
	Year 2	<ul style="list-style-type: none"> ▪ Consolidation of successful practice and planning from 2012 in Reading & Mathematics ▪ Introduction of On Demand testing for reading ▪ Introduction of PAT reading for 2 – 6 and I can read P-1 	<ul style="list-style-type: none"> ▪ Implementation of a consistent whole school planning framework. ▪ That 90 % of students in Years 3 and 5 are above the National Minimum Standard in the NAPLAN by 2015.
	Year 3	<ul style="list-style-type: none"> ▪ ▪ Introduction of On Demand testing number and space. ▪ 	<ul style="list-style-type: none"> ▪ That 90 % of students in Years 3 and 5 are above the National Minimum Standard in the NAPLAN by 2015.
	Year 4	<ul style="list-style-type: none"> ▪ ▪ Introduction of On Demand testing measurement and structure. ▪ ▪ 	<ul style="list-style-type: none"> ▪ That 95 % of students in Years 3 and 5 are above the National Minimum Standard in the NAPLAN by 2015 in reading, writing and maths
Develop high quality instructional and distributed leadership that will enable designated leaders and teacher leaders to facilitate change in curriculum, teaching and learning.	Year 1	<ul style="list-style-type: none"> ▪ Review leadership positions during time of change providing two teachers with leadership opportunities ▪ Look at leadership team structure as a precursor to advertising positions ▪ Discussions to revolve around collective responsibility to develop programs 	<ul style="list-style-type: none"> ▪ Meeting time is devoted to animated discussion on facilitating change throughout the school ▪ Leading teachers are aware of the teaching and learning focus we have and are able to inspire their team ▪ Team leader's meetings embrace development of targeted teaching and differentiating curriculum. ▪ Team leaders agenda will always include a component of E5
	Year 2	<ul style="list-style-type: none"> ▪ Determine priorities and major projects which everyone will be responsible for ▪ Developing knowledge of the big picture. ▪ Developing leadership capacity through PD and mentoring programs ▪ ▪ 	<ul style="list-style-type: none"> ▪ Leading teachers have provided support to each other and their team members in driving current focus. ▪ Teachers performance plans will reflect the focus and their development of teacher capacity.

Formatted: Not Highlight

	Year 3	<ul style="list-style-type: none"> Review progress throughout the year and the effectiveness of the new model in developing leadership capacity Review progress with respect to facilitating change in teaching and learning 	<ul style="list-style-type: none"> Leading teacher performance plans will reflect collaborative planning to achieve project goals Extend
	Year 4	<ul style="list-style-type: none"> Review progress over the strategic plan period to determine how the leadership model should look for the next strategic plan period This could involve advertising new positions if the structure needed to be changed 	<ul style="list-style-type: none"> Teacher performance plans will reflect collaborative planning with peers to develop teacher capacity
<u>Create a culture of high expectations for student and school performance.</u>	Year 1	<ul style="list-style-type: none"> Data is accepted as a collective responsibility and individual responsibility IEP are made more accountable through rigorous checking of plans and follow up Teacher Performance Plan to reflect both of the above responsibilitiesresponsibilities develop our metaphor share children's work from across the school with staff 	<ul style="list-style-type: none"> Children's work appears regularly in the newsletter Displays continually updated Moderation in VELs levels continues to occur before reporting sessions Teaching and learning component in all surveys to be in the fourth quartile
	Year 2	<ul style="list-style-type: none"> change meeting structure <p>E5 is used to enhance teaching practice through team leaders meeting</p> <ul style="list-style-type: none"> Celebrate staff achievement through meetings which focus more on learning rather than helping WALT and WILF 	<ul style="list-style-type: none"> meet new targets with respect to national benchmarks 90% moderation across VELs levels PRESENTATION of children's work at school council Update website Introduction to the use of ULTRANET for goal setting and reflection on achievement
	Year 3	<ul style="list-style-type: none"> E5 is part of team focus and teacher practice when planning units of work maintain transparency with staff and parent body with respect to all survey results WALT and WILF 	<ul style="list-style-type: none"> meet new targets with respect to national benchmarks 90% Consolidation with the use of ULTRANET for goal setting and reflection on achievement
	Year 4	<ul style="list-style-type: none"> E5 is pivotal in determining the effectiveness of curriculum delivery maintain transparency with staff and parent body with respect to all survey results WALT and WILF 	<ul style="list-style-type: none"> meet expected targets with respect to national benchmarks 95% Refinement of the use of ULTRANET for goal setting and reflection on achievement
Embed the use of information technology and enquiry learning to improve engagement and learning	Year 1	<ul style="list-style-type: none"> Planning differentiated curriculum The development of the Elearning plan Ensuring that the budget for ICT caters for growth Use of EPOTENTIAL survey to identify teachers 	<ul style="list-style-type: none"> use of ICT scope and sequence children increased use computer lab and gallery Look at draft National Curriculum units to audit

		<ul style="list-style-type: none"> needs ▪ Development of PD modules to support teachers and use of online PD ▪ 	<ul style="list-style-type: none"> ▪ current units of work ▪ Increased rate of attendance as evidenced through Performance Plan
	Year 2	<ul style="list-style-type: none"> ▪ ICT to always be included on team leaders agenda ▪ Create opportunities to share and showcase new ideas with ICT ▪ Developing generative questioning through planning documentation 	<ul style="list-style-type: none"> ▪ Development of students as class experts ▪ Designated ICT leaders at all levels ▪ Continued use of multimedia to support inquiry learning ▪ Use of questioning to develop a deeper understanding of
	Year 3	<ul style="list-style-type: none"> ▪ ICT to always be included in team planning sessions 	<ul style="list-style-type: none"> ▪ More examples of ICT being used to present children's work ▪ Collaborative units of work with specialists using ICT
	Year 4	<ul style="list-style-type: none"> • ICT to be an integral component of planning documentation 	<ul style="list-style-type: none"> ▪ Collaborative units of work using ICT between Performing Arts and classrooms ▪
Improve the learning transition into, though and beyond the school for all students but with a particular focus from year 3 to year 6	Year 1	<ul style="list-style-type: none"> ▪ Trial new transition program from p – 5 where children are placed in their new grades for four sessions ▪ Trial Pre Prep club during term three and term four as a lead up to prep transition program. 	<ul style="list-style-type: none"> ▪ The teachers have a better understanding of the social and academic needs of their children so that they can begin the following year with an emphasis on teaching. Children will be less anxious about the new year. ▪
	Year 2	<ul style="list-style-type: none"> ▪ Evaluate new transition program and make necessary changes to further improve it. ▪ Evaluate all opinion surveys to determine whether the transition program has positively impacted upon the children ▪ Evaluate Pre Prep club during term three and term four as a lead up to prep transition program. 	<ul style="list-style-type: none"> ▪ Planning reflects that teaching rather than evaluation occurs early in the year ▪ Walking around the school indicates that children are working in groups earlier than in previous years. ▪ Improvement in NAPLAN results with a particular focus on value adding from three to five
	Year 3	<ul style="list-style-type: none"> ▪ Look at the possibility of extending the number of transition sessions ▪ 	<ul style="list-style-type: none"> ▪ Improvement in NAPLAN results with a particular focus on value adding from three to five ▪ Change in assessment schedule reflects the improvement in optimising teaching time.
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate the effectiveness of the extra sessions 	<ul style="list-style-type: none"> ▪ Transition ▪ Improvement in NAPLAN results with a particular focus on value adding from three to five ▪

Formatted: Indent: Left: 1.27 cm,
No bullets or numbering