

School Strategic Plan 2019-2023

Maramba Primary School (5293)



Submitted for review by Darren Wallace (School Principal) on 20 March, 2020 at 01:40 PM

Endorsed by Deborah Harry (Senior Education Improvement Leader) on 22 March, 2020 at 04:56 PM

Endorsed by Scott Pestana (School Council President) on 25 March, 2020 at 03:52 PM

School Strategic Plan - 2019-2023

Maramba Primary School (5293)

School vision	<p>Our Vision</p> <p>Providing a caring environment where aspirations are nurtured, positive relationships grow, success is celebrated and a passion for lifelong learning is ignited. Nurture. Innovate. Celebrate.</p> <p>The words Nurture, Innovate and Celebrate encapsulate our vision, which are strengthened by our school values of Respect, Responsibility, Relationships and Resilience. We believe we have a collective responsibility to our philosophy of education, which is to provide quality teaching and learning and improved educational outcomes for all. In order to achieve this, the school provides an environment, which equips everyone with the strategies & skills for lifelong learning. All staff provide 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 community. Our world is continually changing so we have to prepare children for this transformation. We are committed to supporting children through this and ensuring that we continue to challenge ourselves so that we can challenge the children.</p> <p>Our goal of achieving quality teaching and learning by continuing to strengthen the development of our Discovery Transdisciplinary Curriculum is achieved with inquiry based learning across the school to further enrich student engagement and learning, is underpinned by our Human Literacy Pedagogy, which focusses on the holistic development of every student. The school has taken time to develop staff knowledge of best practice to assist all students in effective learning, leading to the discovery of new understandings, constructing explanations and drawing conclusions. The Discovery curriculum integrates all subjects of the Victorian Curriculum learning standards curriculum focusing on improved student achievement results throughout the Strategic Plan period.</p> <p>Maramba Primary School is committed to consultation processes, shared decision making and to the provision of a learning environment that utilises contemporary teaching strategies with ongoing assessment and reporting of each child's progress. The School Improvement Team Leaders and the school staff are committed and empowered to meet the educational, technological, resourcing and social challenges it faces in the future with confidence.</p> <p>Students are exposed to a school environment where respect, responsibility, relationships and resilience are promoted and risk taking encouraged as the children develop confidence in their own abilities to become positive contributors to our school and lifelong learners. Our aim is to develop in students the qualities and skills that will enable them to adapt to change: the very foundation of the school's values.</p>
----------------------	---

School values

Our School Values

Our school values are an integral part of who we are as a people and as a community. They are the things that we believe are important. Values have a major influence on a person's behavior and attitude. Every day and every moment they serve as broad guidelines in all situations in guiding us in the choices we make and the actions we take.

As a school, we aim to nurture these values in our students by providing with a comprehensive education with diverse opportunities to develop skills to achieve their personal best. It is from all of us as staff, parents and a community that we can demonstrate the importance of values in our lives to the youngest in our community by upholding these values as exemplary role models.

As a school community, we embrace a partnership of lifelong learning to be able to contribute as citizens in the community and in the future complex and changing world.

Relationships: We nurture our connection with others.

Respect: We are understanding and are considerate of everyone's rights.

Resilience: We are brave when faced with challenges.

Responsibility: We recognise our actions and make a positive difference.

How We Model Our School Values

Relationships: We nurture our connection with others.

Maramba Primary School is part of the community. We want to be central to it so that everyone will feel as much a part of us as we are of them.

We nurture our connection with others. Together we can do much more than we can individually and the strength of a school can be found in the connections and relationships we form as a community. We can share opinions; support each other; manage more complex tasks.

We strive to do this by:

- working together to be at the heart of the community;

- working cooperatively as a team;
- sharing good practices with the local networks;
- showing respect for differences and opinions;
- be sensitive to your own and others emotions
- contributing positively to the local and global community;
- sharing facilities with the local community, especially parents and carers;
- being the centre of learning and recreation;
- establishing links with the wider community;
- and inviting them to be involved in extracurricular activities.

Respect: We are understanding and considerate of everyone's rights.

Some of our values are about how we treat other people and what consideration we give them. Respect is not usually a one-off event or action. It is at the heart of all behaviour, the underlying principle. How we treat and consider other people, the environment and ourselves is an important life value.

You can give and show respect by:

- listening actively to what they say;
- taking pride in yourself in all that you do;
- being honest;
- being well-mannered
- modelling moral integrity;
- acknowledging the responsibilities of individuals;
- allowing others to express opinions;
- appreciating and taking into account other people's preferences;
- taking an active stance against bullying and discrimination;
- listening thoughtfully to all opinions, even when controversial;
- caring for our environment;
- taking pride in our school community;
- and including everyone, at the earliest stage possible, in the decision-making process.

Responsibility: We recognise our actions and make a positive difference.

Our school values logo is representative of responsibility being constant and ongoing.

We have an individual and collective responsibility for:

- The environment;
- Ourselves – choices and actions;
- Others – family, friends and community;

As a school, we want to encourage everyone to keep developing and growing, expanding our minds and our horizons.

We can show our responsibility and commitment through:

- being excellent role models to others;
- owning our choices and decisions;
- accepting that we all have an important role to play as part of a community;
- to speak out against inequality;
- being prepared and ready to learn;
- being life-long learners;
- supporting the learning of our peers and the wider community;
- taking care of belongings and school property;
- offering additional support to enable all students to reach their potential.

Resilience: We are brave when faced with challenges. We demonstrate resilience when we:

Resilience is that ineffable quality that allows some people to be knocked down by life and come back stronger than ever. Rather than letting failure overcome them and drain their resolve, they find a way to overcome the challenges they face by:

- giving 100% in everything we do;
- giving everything a go and never give up;
- continuing to aspire to achieve excellence;
- being committed to providing excellent learning and teaching opportunities;
- encouraging entrepreneurship, innovation and risk taking;
- giving praise and encouragement when deserved;
- and trying and trying again to overcome challenges.

While some of the core factors that make someone resilient are, a positive attitude, optimism, the ability to regulate emotions, and the ability to see failure as a form of helpful feedback, there are other key attributes of resilience.

	<p>These include:</p> <ul style="list-style-type: none"> • social competence • a sense of agency or responsibility • optimism • a sense of purpose or hope for the future • attachment to family, to school and to learning • problem-solving skills • effective coping style, pro-social values • a sense of self-efficacy • positive self-regard
<p>Context challenges</p>	<p>Over the past 3 years of the school's strategic plan, we have achieved significant growth from emerging to evolving in almost every FISO dimensions and improvement initiatives. It is clear we can now focus our work on bridging the gap to Embedding over the next four years of the school's strategic plan to 2023.</p> <p>From the school's review conducted in Term 4 of 2019, the key goals identified are to continue to build upon the strong foundation already developed and further improve student outcomes in literacy and numeracy; maximise student engagement; enhance the wellbeing of every student and strengthen our community relationships by embedding the consistency of our pedagogical approach to teaching and learning across the school to inform practice and improve student outcomes and engagement.</p> <p>Key components required to achieve this is the ongoing strengthening of our Human Literacy pedagogy, an increased consistency and effectiveness in the application of the school's instructional model in teacher practice, and the School Improvement Team's (SIT) coherent focus on improving student outcomes by strengthening the classroom practice of every teacher.</p> <p>Refining and making visible our whole school pedagogy and approach supported by documented frameworks and models of teaching and learning will be integral to achieving the level of consistency required to have an impact on student outcomes. This will be underpinned by enhancing our Professional Learning Community (PLCs) culture. This structure provides clear direction for teams to systematically analyse student needs, enhancing staff to efficiently use student data, reflect and evaluate the effectiveness of their own and team's classroom practice is a key driver to addressing and meeting the selected initiatives.</p> <p>Continuing to develop the instructional leadership capacity of the School Improvement Team (SIT) and other members of staff with curriculum responsibilities to effectively interrogate school data, to observe, reflect and evaluate the effectiveness of classroom practice and provide clear and concise feedback to strengthen practice is a key driver. It is imperative that the strategic professional development for all staff as leaders is accessible, financially diligent and targeted towards meeting the success criteria of each of the identified improvement initiatives.</p>

	<p>The analysis of data of student outcomes data from years 3 to 5 showed a required continued focus on reducing the low growth percentage of students in Mathematics, while ensuring the low growth percentage of students achieving under 25% is maintained in Reading and Writing. Inversely, increasing students achieving high growth in the top 25 percentile in Reading and Mathematics. Continuing to improve our NAPLAN percentage (4-year average) of students achieving in the Top 2 Bands in Year 3 and 5 in Reading, Writing and Mathematics is another important improvement indicator. The factors above effectively identify differentiation of learning and provision for all students as a priority in continuing to build excellence in teaching and learning.</p> <p>With the increase in student wellbeing and significant decrease in disengagement concerns across the school, the level of student voice is pivotal to encouraging students to take more responsibility for their learning by involving students in individual goal setting and two-way feedback. By strengthening the positive climate for learning the school has created it is vital the school continues to set consistently high shared expectations and further promotes inclusion and quality community relationships.</p>
<p>Intent, rationale and focus</p>	<p>What our school is aiming to achieve? (intent)</p> <p>The school is committed to improving student outcomes by delivering a personalised curriculum through an evidence based understanding of students and developing open ended learning experiences, rich differentiated learning tasks and programs. This is guided by an instructional model, a shared pedagogy of teaching and learning by engaging teachers with targeted and ongoing professional learning.</p> <p>Building high levels of student voice is pivotal to raising engagement by encouraging students to take more responsibility for their learning by involving students in individual goal setting and two-way feedback. As part of this commitment, creating a positive climate and orderly learning environment and embedding the school vision and values across the school community is necessary to develop a commitment and culture from staff of collective accountability for all students in all aspects of teaching and learning and wellbeing.</p> <p>Why is this important? (rationale)</p> <p>Developing a documented whole school pedagogy for teaching and learning and a curriculum plan that ensures alignment across learning areas with a clear progression of skills and knowledge in each learning area, student outcomes and engagement will improve.</p> <p>The following actions and success criteria are informed by the DET Framework for Improving Student Outcomes. Specifically, high impact collaborative practices:</p> <ul style="list-style-type: none"> • Explicit use of evidence-based school improvement strategies and teacher professional practice activities. • Documented curriculum, assessment and shared pedagogical approaches. • Moderation of common student assessment tasks.

- Data collection, analysis and evaluation of student learning growth over time.

Further developing the capacity of the school's leaders will strengthen its leadership and Professional Learning Community (PLC) culture and collaborative team working model for both teaching and Education Support (ES) staff. This will develop the capabilities of our leadership and professional learning teams in using evidence, proven coaching and feedback methods while promoting and supporting succession planning.

The School's Human Literacy Pedagogy (HLP) is based on a holistic model of deep learning that supports the development of all five elements of the child (Social, Physical, Intellectual, Cultural and Emotional). Human Literacy is at the core of its epistemology. It supports the child's developmental needs at different stages of their life experiences, the belief that schooling prepares students for life, and ensures that the school is part of the community and the world we live in. HLP is an innovative pedagogy that delivers a holistic and sustainable teaching practice model that improves learning and wellbeing outcomes for all students.

By activating students in their own learning we positively engage student voice, leadership and agency so students have positive school experiences and can act as partners in school improvement. (DET Framework for improving student outcomes)

What are our priorities? How the Strategic Plan will unfold over 4 years?

Over the term of the SSP, our key FISO priorities and associated initiatives will be on Excellence in teaching and learning: Building practice excellence, Curriculum and assessment; Professional leadership: Instructional and shared leadership; and Positive climate for learning: Empowering students and building school pride, Setting expectations and promoting inclusion; and Community engagement in learning: Building communities. To ensure success, it is imperative that each priority and initiative are developed in collaboration with staff and progressively through each of the school's AIP over the next four years. It will be the SIT leaders' collective responsibility to regularly reflect on the goals and targets to ensure staff are being supported in order to achieve the SSP targets.

School Strategic Plan - 2019-2023

Maramba Primary School (5293)

Goal 1	Improve student outcomes in Literacy and Numeracy
Target 1.1	<p>NAPLAN – Increase the percentages of students who achieve results in the top two bands at Year 5 in:</p> <ul style="list-style-type: none">• Reading from 30 per cent in 2019 to be above 40 per cent by 2023• Writing from 20 per cent in 2019 to be above 30 per cent by 2023• Numeracy from 20 per cent in 2019 to be above 30 per cent by 2023. <p>By 2023, the percentage of F-6 students assessed as being at or above age expected level on the Victorian Curriculum Levels F-10 will increase:</p> <ul style="list-style-type: none">• in the English Language Reading Mode from 83 per cent in 2019 to 88 per cent• in the English Language Writing Mode from 82 per cent in 2019 to 88 per cent• the Mathematics Number and Algebra Strand from 83 per cent in 2019 to 88 per cent.
Target 1.2	<p>NAPLAN – Increase the percentages of students above benchmark growth in:</p> <ul style="list-style-type: none">• Reading from 26 per cent in 2019 to be at 32 per cent by 2023• Writing from 34 per cent in 2019 to be at 40 per cent by 2023• Numeracy from 17 per cent in 2019 to be at 25 per cent by 2023.
Target 1.3	In the Staff opinion survey, increase the positive endorsement for measures of:

	<ul style="list-style-type: none"> • Collective efficacy from 65 per cent in 2019 to be at 80 per cent by 2023 • Academic emphasis from 64 per cent in 2019 to be 80 per cent by 2023 • Guaranteed and viable curriculum from 75 per cent in 2019 to be at 85 per cent by 2023 • Teacher collaboration from 44 per cent in 2019 to be at 75 per cent by 2023 • School Climate from 67 per cent in 2019 to be at 80 per cent by 2023.
Key Improvement Strategy 1.a Curriculum planning and assessment	Establish, implement and monitor a guaranteed and viable curriculum in Literacy and Numeracy
Key Improvement Strategy 1.b Evaluating impact on learning	Implement and embed the whole school instructional model through professional learning, peer observations and feedback loops
Key Improvement Strategy 1.c Building practice excellence	Enhance teacher practice and collective efficacy through collaborative structures such as Professional Learning Communities.
Key Improvement Strategy 1.d Instructional and shared leadership	Build instructional and shared leadership capacity.
Goal 2	Maximise student engagement.
Target 2.1	<p>Increase student opinion measures of:</p> <ul style="list-style-type: none"> • Student voice and agency from 62 per cent in 2019 to be at 80 per cent by 2023 • Sense of confidence from 74 per cent in 2019 to be at 88 per cent by 2023 • Motivation and interest from 73 per cent in 2019 to be at 88 per cent by 2023 • High expectations for success from 89 per cent in 2019 to be at 95 per cent by 2023 • Self-regulation and goal setting from 84 per cent to be at 92 per cent by 2023.

Target 2.2	<p>Increase parent opinion survey results in the areas of:</p> <ul style="list-style-type: none"> • Student agency and voice from 79 per cent in 2019 to be at 88 per cent by 2023 • Effective teaching from 73 per cent in 2019 to be at 89 per cent by 2023.
Target 2.3	<p>Improve the average days of student absence to be at or below 15.0 days and reduce the percentage of students with 20 or more absence days from 31 per cent in 2019 to be at 22 per cent by 2023.</p>
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	<p>Build whole school understanding about student agency and enable student voice and agency in learning.</p>
Key Improvement Strategy 2.b Building practice excellence	<p>Embed consistent approaches to the analysis and use of a range of sources data to inform the provision of differentiated learning and high expectations of all.</p>
Key Improvement Strategy 2.c Strategic resource management	<p>Strengthen home-school partnerships to support student engagement with their learning.</p>
Goal 3	<p>Enhance the wellbeing of every student and strengthen our community relationships.</p>
Target 3.1	<p>Increase student opinion measures of:</p> <ul style="list-style-type: none"> • Sense of connectedness from 68 per cent in 2019 to be at 85 per cent by 2023. • Respect for diversity from 69 per cent in 2019 to be at 85 per cent by 2023. • Effective classroom behavior from 74% in 2019 to be at 85% by 2023.

Target 3.2	Increase the parent opinion survey measure of School Connectedness from 87 percent in 2019 to be at 92 per cent by 2023.
Target 3.3	<p>Increase the staff opinion survey measures of:</p> <ul style="list-style-type: none"> • School Leadership module: Flexibility from 51 per cent in 2019 to be at 75 per cent by 2023 • Staff Health and Wellbeing module from 47 percent in 2019 to be at 75 per cent by 2023.
Key Improvement Strategy 3.a Building communities	Enhance community partnerships and links within the school community and with key stakeholders.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Embed the links between the Human Literacy pedagogy and the curriculum.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Establish clarity of organisational structures and processes to enhance efficiency.