**School Strategic Plan 2021-2025**

Marong Primary School (0400)



Submitted for review by Russell Jeffrey (School Principal) on 31 January, 2022 at 11:27 AM  
Endorsed by Christopher Eeles (Senior Education Improvement Leader) on 01 February, 2022 at 05:02 PM  
Awaiting endorsement by School Council President

**School Strategic Plan - 2021-2025**

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| School vision | Vision To help prepare students for their future.  Motto Ad Vitam Paramus “Life Long Learners” |
| School values | Marong Primary School Values   Honesty Striving to Work to the best of your ability as consistently as possible.  Respect  ‘Treat others how you expect to be treated, we value others and accept their differences.’  Responsibility  ‘Arrive at class ready to learn’ ‘Take ownership of your actions’ |
| Context challenges | Marong Primary School is a growth school. Enrolment numbers has steadily increased each year since 2013. In addition to increased foundation enrolments the school is also accepting enrolments for students in Grades1-6. This is due to the development of numerous housing estates in the Marong area. As new students join the school there is a greater need to ensure that transition into Marong Primary School is a seamless process, enabling new students to connect quickly with their new teachers and classroom peers.  A key goal going forward will be to empower students to be confident and highly motivated learners. The impact of the pandemic and subsequent remote learning has had a significant impact on student welfare and engagement. A key challenge for Marong Primary School will be to ensure that the commitment to improved student well being is our highest priority over the life of this Strategic Plan. Engagement of all students in the learning process is also a focus area for our school. From the beginning of 2022 all teachers and staff will be determined to create an environment that 'Invites and Excites" students. We want every student to feel safe, happy and engaged on each and every day they attend school.   A challenge for the school will be to consolidate our goal setting practices. The 2021 School Review identified that consistencies in goal setting practices existed across the school. There is clearly a need to ensure our students can confidently articulate their goals. Whilst significant work has been undertaken around student voice and agency the school needs to be incorporate this into planning documentation right across the school. To address the challenge we will open up greater opportunities for students to articulate learning styles and their preferred learning approach. From this point students will be able to contribute to learning tasks in workshop activities. It will be important that all students have regular opportunities to conference with teachers to discuss learning goals and data, or to engage collaboratively to identify their next stage in their learning.  As a consequence of our response to the challenge we will see growth in student confidence and empowerment of students to become highly motivated learners.    Literacy and Numeracy are clearly the key academic learning areas for all students. Hence Marong Primary School has had literacy and numeracy as a priority areas for improvement included in previous SSPs. The ongoing challenge for the school is to deliver a high quality learning environment to maximise student growth in numeracy and literacy. Despite our previous focus on these areas we are aware that inconsistencies in the school’s current approaches to numeracy and writing are key barriers to the achievement of this goal. The writing data as collected over the lifespan of our previous SSP highlighted that student achievement in writing was not meeting targets. There is clearly a need for a change in approach and a greater emphasis on importance of the writing process. The writing program across the school needs to focus on quality and not quantity. Assisting students to become competent writers will be a priority for us going forward. The teaching of numeracy across the school will be an area for development.  With the growth in enrolment numbers there comes an increase in terms of the number of students within the school requiring additional assistance. The challenge will be to ensure we meet the needs of all students and provide inclusion processes that help those students with needs to  reach their full potential. It will be a a further challenge to ensure students who are high achievers are catered for effectively. Extension programs and just right literacy and numeracy programs will be required for high achievers and students with need. of course the over arching challenge is to provide the best possible education for all students. |
| Intent, rationale and focus | The school's intent over the next 4 years is to address the following goals: Deliver a high quality learning environment to maximise student growth in numeracy and literacy and to Empower students to be confident and highly motivated learners. The school believes that if the goals as stated are achieved, all students will demonstrate learning growth that reflects the impact of quality curriculum delivery. In order to reach specified targets the school will provide Professional Development to build staff capacity in both Numeracy and Writing. There will be an ongoing process to strengthen instructional leadership through appropriate PD programs. The development of instructional models for Numeracy and Writing will occur is early 2022 to ensure they are in place for the life of this SSP. The school will develop and implement a consistent planning template which caters for differentiation and explicitly links student data. There will be strategic links between our Professional Learning Communities and the practice of Peer observations to embed improved practice. Significant work has been undertaken to implement the High Impact Teaching strategies and this will continue in 2022. A priority will be to develop and implement opportunities for rich learning focused conversations with students that will cater for each individual student’s learning needs, and establish clear understandings of high expectations for each student. Structures to improve current goal setting opportunities with students to enhance will be implemented across the span of the new SSP. Work will be ongoing to improve student voice and agency. In order to achieve our intent for improvement in all areas : Literacy and Numeracy achievement, Student Engagement and Well Being and Student Voice and Agency the school needs to ensure effective structures underpin the work at hand. Appropriate formalised leadership consultative meetings, staff meetings and PLC meetings will be in place to support the school's aim to strive for higher achievement levels across the school. |

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| Goal 1 | Improve learning growth in literacy and numeracy for every student. |
| Target 1.1 | By 2025 using the Victorian Curriculum [teacher judgements], increase the percentage of students assessed in Years Foundation to 6 achieving above the expected level in:   * Reading and viewing from 26% [2020] to 36% * Writing from 22% [2020] to 32% * Number and algebra from 20% [2020] to 30% |
| Target 1.2 | By 2025 increase the percentage of students at Year 5 above benchmark growth on NAPLAN   * Reading from 17% [2021] to 23% * Writing from 0% [2021] to 12% * Numeracy from 9% [2021] to 15% |
| Target 1.3 | By 2025 decrease the percentage of students at Year 5 achieving in the lowest two bands on NAPLAN   * Numeracy from 25% [2021] to 10% |
| Target 1.4 | By 2025 increase the percentage of Year 5 students achieving in the top two NAPLAN bands   * Writing from 0% [2021] to 12% * Spelling from 8% [2021] to 20% |
| Target 1.5 | By 2025 improve the positive responses in the School Staff Survey for the following factors:   * Academic emphasis from 74% [2020] to 79% * Teacher collaboration from 57% [2020] to 70% * Professional learning through observation from 36% [2020] to 45% * Seek feedback to improve practice from 64% [2020] to 74% * Use pedagogical model from 73% [2020] to 80% * Discuss problems of practice from 64% [2020] to 74% |
| Key Improvement Strategy 1.a Building practice excellence | Develop and embed a whole school approach to writing and numeracy. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Build data literacy skills to inform collaborative planning of differentiated teaching and learning. |
| Key Improvement Strategy 1.c Building practice excellence | Embed a culture of team collaboration, feedback and reflection. |
| Goal 2 | Develop confident, connected and engaged learners, equipped to adapt and thrive. |
| Target 2.1 | By 2025 improve the positive responses in the Attitudes to School Survey for the following factors:   * Effort from 66% [2021] to 72% * Student agency and voice from 58% [2021] to 64% * Motivation and interest from 76% [2021] to 82% * Stimulated learning from 57% [2021] to 70% * Self-regulation and goal setting from 78% [2021] to 83% * Effective classroom behaviour from 60% [2021] to 70% |
| Target 2.2 | By 2025 improve the positive responses in the Parent Opinion Survey for the following factors:   * Student agency and voice from 81% [2019] to 86% * Student motivation and support from 78% [2019] to 83% |
| Key Improvement Strategy 2.a Parents and carers as partners | Develop and implement strategies that engage parents, and carers as partners in student learning. |
| Key Improvement Strategy 2.b Empowering students and building school pride | Develop staff capability to activate student voice, agency and leadership. |
| Goal 3 | Enhance student wellbeing and connectedness to the school. |
| Target 3.1 | By 2025 improve the percentage of positive responses on the Parent Opinion Survey for the following factors:   * Teacher communication from 85% [2019] to 90% * Confidence and resiliency skills from 89% [2019] to 94% |
| Target 3.2 | By 2025 improve the positive responses in the Attitudes to School Survey for the following factors:   * Teacher concern from 66% [2021] to 75% * Respect for diversity from 58% [2021] to 70% * Resilience from 77% [2019] to 80% * Sense of confidence from 72% [2021] to 82% * Sense of connectedness from 57% [2021] to 66% |
| Target 3.3 | By 2025 improve the positive responses in the School Staff Survey for the following factors:   * Parent and community involvement from 79% [2020] to 85% * Shielding and buffering from 76% [2020] to 85% * Focus learning of real life problems from 55% [2020] to 65% * Instructional leadership from 66% [2020] to 76% |
| Key Improvement Strategy 3.a Parents and carers as partners | Develop and implement a coordinated framework that engages all stakeholders as partners in learning and wellbeing. |
| Key Improvement Strategy 3.b Building communities | Strengthen community partnerships to support and promote student wellbeing. |