

0430 Melton Primary School Strategic Plan 2018-2022

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal: Vanessa Harrison	[name] [date]	.....[name]	[date]	.....[name]	[date]
School council: Karen Green	[name] [date]	.....[name]	[date]	.....[name]	[date]
Delegate of the Secretary: Anne Fox	[name] [date]	.....[name]	[date]	.....[name]	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Melton Primary School strives for our students to become active and independent learners by:</p> <ul style="list-style-type: none"> Encouraging students to become lifelong learners who value themselves, others and learning. Promoting a social responsibility, resilience, perseverance and independence. Providing a nurturing and challenging environment that promotes an enthusiasm for learning and prepares individuals to become reflective and valued members of society. <p>In order to deliver this core purpose our school will:</p> <ul style="list-style-type: none"> Demonstrate exemplary teaching and learning with innovative practices Build strong partnerships between school, home and the wider community Respect and embrace the diversity within our community Recognise and celebrate effort and achievement Promote a safe and caring environment. 	<p>To promote our School Agreed Behaviours and all that they encompass which are:</p> <ul style="list-style-type: none"> We are active learners We respect others We are safe We are supportive 	<p>The Student Family Occupation (SFO) Index has been on a slight increase from 2013 - 0.6503 to 0.6926 in 2016. This places the school in the high band of SFO. 20 diverse student backgrounds are represented with 87% of students with a language background of English. The remaining 10% of the population is represented by 18 other language backgrounds. 13 students in the school have an Aboriginal background, 3 have a Torres Strait background and 1 student has both an Aboriginal and Torres Strait background.</p> <p>Due to the ever growing population of Melton, all schools are required to utilise the local neighbourhood boundaries to ensure fairness in the market share. Historically and still today, Melton has a high percent of their population taken from outside of their neighbourhood boundaries. In 2013 the enrolments were 606 with these increasing to 655 in 2017. The projected trend is that in 2021 the enrolments will be 682.</p> <p>The retention of staff is high with some staff being at the school for an extended period. The school is always proactive in employing staff for high quality.</p> <p>Challenges facing the school center around:</p> <ul style="list-style-type: none"> Attendance. Increase student outcomes in literacy and numeracy. Consistency in teacher judgements. Building teacher capacity in evidence based practices in teaching and assessment. To deepen and strengthen staff sense of wellbeing, engagement and connectedness to the school community. Student behaviour around the school. Parent participation and support with curriculum programs. 	<p>The school review identified the following areas for future focus:</p> <ul style="list-style-type: none"> Continue to build sustainable opportunities for school transformation and improved student outcomes. Strengthening the consistency of practices and structures to ensure the school is able to enhance the way they improve, monitor and track the implementation and effectiveness of common practices. Development of a positive climate for learning and to further develop a positive school culture and climate that empowers students and staff to have greater say in their learning and the school.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve learning outcomes in literacy and numeracy	Excellence in Teaching and Learning – Evaluating impact on learning	<ol style="list-style-type: none"> 1) To consistently use data to inform instructional practice and measure impact 2) To develop consistent instructional practice that is research based across each classroom 3) To further develop a guaranteed and viable curriculum 	<p><u>NAPLAN Grade 3 Bottom 2 Bands</u> To decrease the average percentage of students achieving in the bottom two bands In Reading, to maintain the 2017 percentage of 13 in 2021. In Writing, to maintain the 2017 percentage of 7 in 2021. In Numeracy, from 29% in 2017 to 20% in 2021.</p> <p><u>Naplan Grade 3 Top 2 Bands</u> To increase the average percentage of students achieving in the top two bands In Reading, from 30% in 2017 to 40% in 2021. In Writing, from 44% in 2017 to 50% in 2021. In Numeracy, from 27% in 2017 to 40% in 2021.</p> <p><u>Naplan Grade 5 Bottom 2 Bands</u> To decrease the average percentage of students achieving in the bottom two bands In Reading, from 32% in 2017 to 20% in 2021. In Writing, from 18% in 2017 to 10% in 2021. In Numeracy, from 36% in 2017 to 25% in 2021.</p> <p><u>Naplan Grade 5 Top 2 Bands</u> To increase the average percentage of students achieving in the top two bands In Reading, from 23% in 2017 to 38% in 2021. In Writing, from 10% in 2017 to 20% in 2021. In Numeracy, from 16% in 2017 to 25% in 2021.</p> <p><u>Relative Growth in Naplan</u> To decrease the low relative growth. In Reading from 30.49 in 2017 to 25% in 2021. In Writing from 21.18 in 2017 to 15% in 2021. In Numeracy from 30.412 in 2017 to 25% in 2021.</p> <p>To increase the high relative growth. In Reading from 29.27 in 2017 to 40% in 2021. In Writing from 20 in 2017 to 30% in 2021. In Numeracy from 12.94 in 2017 to 25% in 2021.</p>
To improve student engagement and ownership of their learning.	Community Engagement in Learning – Building communities.	<ol style="list-style-type: none"> 1) Provide greater opportunities with the school community for student voice. 2) Provide greater opportunities with the school community for parent participation and voice. 	<p><u>Attitudes to school survey</u> Stimulated learning To increase the mean factor from 44.3 percentile in 2017 to 55 percentile by 2021. Learning confidence (Sense of confidence) To increase the mean factor from 39.0 percentile in 2017 to 51 percentile by 2021. Student Safety (Managing bullying) To increase the mean factor from 31.8 percentile in 2017 to 51 percentile by 2021.</p> <p><u>Staff Opinion Survey</u> To increase the mean factor scores in the staff opinion survey in: Collective Efficacy from 69.58% in 2017 to 76% in 2021. Academic emphasis from 66.44% in 2017 to 75% in 2021. Instructional leadership from 78.43% in 2017 to 82% in 2021.</p>
To deepen and strengthen students’ sense of wellbeing, connectedness to school and peers.	Positive Climate for Learning – Empowering students and building school pride.	<ol style="list-style-type: none"> 1) Provide a stimulating learning environment that fosters collaboration, and active learning. 2) Improve student attendance. 	<p><u>Attendance</u> To decrease the average number of days absent per student: In Foundation to Year 6 from 20.47 in 2016 to 13 in 2021.</p> <p>To decrease the average number of unexplained days absent per student: In Foundation to Year 6 from 10.28 in 2016 to 5.0 in 2021.</p>