

School Strategic Plan 2024-2028

Mount Pleasant Primary School (1436)



Submitted for review by Carly Middleton (School Principal) on 14 November, 2024 at 12:47 PM
Endorsed by Anne Gawith (Senior Education Improvement Leader) on 14 November, 2024 at 02:21 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2024-2028

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<p>School vision</p>	<p>Mount Pleasant Primary School's vision is to provide an inclusive, nurturing community where students grow and thrive.</p>
<p>School values</p>	<p>Mount Pleasant Primary School's values are Respect, Responsibility and Resilience. We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us. We model and demonstrate responsibility, and take every opportunity to be responsible for actions. We are resilient in our disposition by trying our hardest and doing our best, even when things become challenging.</p>
<p>Context challenges</p>	<p>The current key challenges for our school include:</p> <ul style="list-style-type: none"> - Redeveloping a school-wide cohesiveness in effective teaching approaches, routines and expectations after staffing changes. - Refining and embedding the Instructional Models across the school to align with the Victorian Curriculum 2.0 and the VTLM 2.0. - Refining and documenting practices that reinforce a differentiated approach to student learning. - Refining the Professional Learning Community approach to using and analysing data to identify accurately the point of learning need for any student and driving planning to improve student learning outcomes. - Defining a multi-tiered systems of support to accurately identify students needing additional support and implementing strategies early, in both learning and wellbeing. - Creating a whole school understanding of the impact poor attendance has on learning across a life time. - High levels of student transience - High levels of students with inclusion adjustments and DIPs - Students experiencing family/life trauma
<p>Intent, rationale and focus</p>	<p>INTENT After completion of the 2024 school review, it became clear that we have many strengths and have begun a clear journey of school improvement. It is our intention to address the areas of focus outlined below in the next four years to create a strong culture of high expectations and high achievement that supports the learning needs of our students.</p> <p>RATIONALE</p>

The 2024 Review Panel found that at Mt Pleasant PS there was a high level of alignment across the school with all staff and strong support of the teaching methods and instructional models in place. The shared leadership and roles developed to support wellbeing were a positive and were improving our students' wellbeing and engagement. The Panel discussed the reflection on effective practices (data sharing, development of staff, sharing and building knowledge) within the Professional Learning Community, and noted how it aligned with the Annual Implementation Plan. The elements of practice to improve upon will aim to improve our school wide consistency in delivering an effective learning program, with differentiated teaching targeted at supporting all students, and improving learning and engagement outcomes.

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The 2024 Review concluded that the School's reviewed instructional models were evident in every classroom with strong consistency in aspects such as environment, lesson timing and method of teaching, although there were elements of the models and practice that were not consistent, particularly in Grade 3-6 numeracy. While the Panel reflected on effective practices in our Professional Learning Communities, true differentiation was not evident in classroom practice. Teachers' use of data to plan point of need teaching, to meet the needs of all students, was not fully developed across the school. Despite teachers using student learning data, the levels of analysis and evaluation of data between teachers was variable. Processes to monitor the effectiveness of planning were not yet embedded. This resulted in a lack of consistently robust planning to promote high learning growth for all students. Ensuring opportunities for shared planning, data discussions and student monitoring so that all teachers can share high-quality practice and develop their capacity to stretch and challenge all students will be a focus to maximise student learning outcomes. The Panel found that the school provided students with opportunities to make choices at school, but student goal setting was still teacher led. Students did not consistently or robustly monitor their own learning growth and the idea of 'next steps' in learning was not yet embedded so students could take ownership of their future learning success.

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Goal 1	Improve student learning outcomes literacy and numeracy
Target 1.1	<p>By 2028, increase the 2024 percentage of students achieving NAPLAN strong and exceeding in reading:</p> <ul style="list-style-type: none"> • Year 3 from 60% to 65% • Year 5 from 64% to 80%
Target 1.2	<p>By 2028, increase the 2024 percentage of students achieving NAPLAN strong and exceeding in numeracy:</p> <ul style="list-style-type: none"> • Year 3 from 47% to 75% • Year 5 from 57% to 75%
Target 1.3	<p>By 2028, increase the *2025 percentage of students achieving NAPLAN high benchmark growth:</p> <ul style="list-style-type: none"> • reading from xx% to xx% *To be confirmed (TBC) when data available • numeracy from xx% to xx% *TBC as above
Target 1.4	<p>By 2028, increase the percentage of Year 1 to 6 students who achieve above expected growth (Teacher Judgement):</p> <ul style="list-style-type: none"> • English from 18% (Semester 1, 2023 - 2024) to 25% • Mathematics from xx% (Semester 1, 2025 - 2026) to xx% *TBC with implementation of Maths 2.0 in 2025 and when further data available

<p>Target 1.5</p>	<p>By 2028, increase the percentage of Foundation to Year 6 students achieving at or above expected level (Teacher Judgement):</p> <ul style="list-style-type: none"> • Reading from 71% (2023) to 80% • Number from xx% (2025) to xx% *TBC with implementation of Maths 2.0 in 2025 and when further data available
<p>Target 1.6</p>	<p>School Staff Survey</p> <p>By 2028, increase or maintain the 2023 percentage positive endorsement in the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Academic Emphasis from 73% to 80% • Instructional Leadership at 97%
<p>Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed high quality instructional practices across the school, with a particular focus on numeracy.</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.a</p>	

<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Further develop the PLC culture and structures which support systematic and consistent feedback processes.</p>	

<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>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</p>	
<p>Goal 2</p>	<p>Improve student wellbeing outcomes</p>
<p>Target 2.1</p>	<p>By 2028, increase the 2024 percentage positive endorsement in AtoSS:</p> <ul style="list-style-type: none"> • Sense of Connectedness from 63% to 80% • Managing Bullying from 61% to 80%
<p>Target 2.2</p>	<p>By 2028, increase the 2024 percentage of positive responses in the School Staff Survey:</p> <ul style="list-style-type: none"> • Trust in Students and Parents from 62% to 70%
<p>Target 2.3</p>	<p>By 2028, improve student attendance from 86.2% (YTD 2024) to 90%</p>
<p>Key Improvement Strategy 2.a</p>	<p>Enhance opportunities for learning partnerships between students, teachers, families and the wider community.</p>

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Key Improvement Strategy 2.b</p>
			<p>Embed the Multi-tiered Systems of Support (MTSS) across the school to build staff knowledge and capacity to support student wellbeing and attendance.</p>		

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

