

School Strategic Plan 2021-2025

Mulgrave Primary School (2172)



Draft

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

School Strategic Plan - 2021-2025

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School vision	To nurture a collaborative, engaging and resilient environment that enhances knowledge and supports social, emotional and academic growth; maximising our potential to become effective members of our learning community.
School values	<p>MOTIVATED Approach all tasks with a positive, enthusiastic attitude and a belief that you can be a great learner.</p> <p>PERSISTENT Never give up, even when things are challenging.</p> <p>SUCCESSFUL At MPS, we are proud of our school, we work hard, are honest, tolerant, persistent and motivated.</p>
Context challenges	<p>Mulgrave Primary School is located in the City of Monash approximately 28 kilometres south-east of the Melbourne Central Business District. The school was founded in 1879. The school was relocated to its current site in 1987.</p> <p>The school facilities include one main administrative building with office and staff facilities, a BER building with central open space and four other teaching and learning spaces. Together they house 20 classrooms, a library, art room, STEM centre and multi-purpose hall. The school grounds include a football field, two soccer pitches and two hardcourts and a competition sized netball and basketball stadium. The stadium also includes a stage, canteen, change rooms and toilets. There are two adventure playgrounds and a sensory play space. The school's running track is in the form of a map of the Australian mainland.</p> <p>Enrolments at the time of the review were approximately 445 students. Over the past four years, enrolments have increased by 93 students and in 2022, will increase by another class.</p> <p>The Student Family Occupation (SFO) category was 0.3600 and the Student Family Occupation Education (SFOE) index was 0.2813 in 2019–20.</p> <p>The staffing profile of Mulgrave Primary School includes a principal, two assistant principals, 25.24 teachers, 3.58 full time equivalent Education Support (ES) staff and two office administration staff.</p> <p>The school provides an approved curriculum framework differentiated to meet student needs. Specialist programs include Spanish, performing arts, visual arts, physical education and science, technology, engineering and mathematics (STEM).</p> <p>The school provides an accredited outside school hours care program.</p>
Intent, rationale and focus	Mulgrave intent has, for some time now, been meeting the "point of need" of each student academically, but also in terms of student agency and wellbeing. As we move into the next phase of our whole school development, we intend to achieve this goal by

empowering students as learners and strengthening wellbeing and community engagement.

The school has had a strong focus on developing consistent instructional models over the past four years, together with improved assessment practice to appropriately differentiate instruction. Classroom observations on Validation Day raised questions amongst Panel members as to the degree to which learning was appropriately differentiated. From this, the final recommendations recognised the need for further differentiation at each student's 'point of need'.

The school also began to identify strategies to develop student voice and leadership over the previous four years, particularly in regard to student wellbeing and inclusion. Whilst the review affirmed these as evident in the language of students and a range of opportunities provided to students, particularly through the student voice team and school leadership roles, the school recognises the importance of ongoing improvement in the areas of student voice and agency to support point of need and individual learning.

Over the next four years, the school will focus on developing student voice and agency, improving our shared instructional models and systems of curriculum delivery and develop our community pathways as per Goals 1, 2 & 3. I would note that much of the work pertaining to parents and community building will likely take place towards the end of the strategic plan due to Covid restrictions currently in place, but this will make them even more important as time goes on.

The school will commence the plan with a focus on reinforcing the new Numeracy Instructional Model and introducing a new whole school approach to writing. At the same time, we will be refining our approaches to student voice and agency in order to further strengthen our approach. Over the subsequent four years, considerable focus will be placed on ensuring consistency of practice and ensuring greater depth and fidelity is applied to differentiated teaching. At the same time, we will also focus on empowering students as learners through increased engagement and learner agency.

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Goal 1	Optimise student learning at point of need and ensure learning growth for all students in literacy and numeracy
Target 1.1	By 2025, increase the percentage of students achieving NAPLAN above benchmark growth for: <ul style="list-style-type: none">• reading from 27% in 2019 to 29%• writing from 25% in 2019 to 30%• numeracy from 14% in 2019 to 25%
Target 1.2	By 2025, increase the percentage of students achieving at or above age expected growth by teacher judgement against the Victorian Curriculum for: <ul style="list-style-type: none">• reading and viewing from 68% in 2019 to 80%• writing from 68% in 2019 to 80%• number and algebra from 72% in 2019 to 83%
Target 1.3	By 2025, increase the percentage of student achieving in the top two bands of NAPLAN in Year 5 for <ul style="list-style-type: none">• reading from 46% in 2019 to 50%• writing from 28% in 2019 to 33%• numeracy from 46% in 2019 to 50%
Key Improvement Strategy 1.a	Build teacher capability to effectively utilise the school's instructional models

Building practice excellence	
Key Improvement Strategy 1.b Curriculum planning and assessment	Build the capability of teachers to utilise data to inform planning and differentiate instructional practice
Goal 2	Empower all students as learners
Target 2.1	By 2025, increase the percentage positive responses on Attitudes to School Survey for: <ul style="list-style-type: none"> • student voice and agency from 80% in 2019 to 90% • stimulated learning 86% in 2019 to 90%
Target 2.2	By 2025, increase the percentage positive responses on Parent Opinion Survey for: <ul style="list-style-type: none"> • student agency and voice from 69% in 2019 to 80% • student motivation and support from 70% in 2019 to 80% • stimulated learning environment from 80% in 2019 to 85% • effective teaching from 72% in 2019 to 80%
Target 2.3	By 2025, increase the percentage positive endorsement on School Staff Survey for: <ul style="list-style-type: none"> • academic emphasis from 72% in 2019 to 85% • collective efficacy from 77% in 2019 to 85% • teacher collaboration from 78% in 2019 to 85%
Key Improvement Strategy 2.a	Develop a shared understanding of student voice and learner agency within the school community

Empowering students and building school pride	
Key Improvement Strategy 2.b Evaluating impact on learning	Amplify student voice and learner agency to inform teacher practice and enhance curriculum planning
Goal 3	Strengthen student wellbeing and community engagement
Target 3.1	By 2025, increase the percentage positive responses on Parent Opinion Survey for: <ul style="list-style-type: none"> • promoting positive behaviour from 86% in 2019 to 90% • teacher communication from 72% in 2019 to 85% • parent participation and involvement from 71% in 2019 to 80%
Target 3.2	By 2025, increase the percentage positive responses on Attitudes to School Survey for: <ul style="list-style-type: none"> • teacher concern from 85% in 2019 to 90% • sense of confidence 89% in 2019 to 92%
Target 3.3	Increase positive responses in School Staff Survey for: <ul style="list-style-type: none"> • parent community involvement from 84% in 2019 to 88% • trust in student and parents from 71% in 2019 to 85%
Key Improvement Strategy 3.a	Enhance the school's wellbeing framework

Intellectual engagement and self-awareness	
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Embed strategies to engage parents and carers as partners in a learning community

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