

# School Strategic Plan 2021-2025

Mount Clear Primary School (0427)



Submitted for review by Cameron Landry (School Principal) on 09 May, 2022 at 10:40 AM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# School Strategic Plan - 2021-2025

Mount Clear Primary School (0427)

<b>School vision</b>	We strive to create resilient and successful individuals who are empowered to be themselves.
<b>School values</b>	<p>Mount Clear Primary School has in place a set of core values that underpin the vision of the school. The values are unique to our school in that they have been developed by parents, staff and students.</p> <p>Care: We model and demonstrate care, and take every opportunity to help others that may be in need.</p> <p>Honesty: We reflect on our own performance and be open to feedback.</p> <p>Personal Best: We strive for excellence, which means trying our hardest and doing our personal best.</p> <p>Respect: We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.</p>
<b>Context challenges</b>	<p>The school is faced with a number of key challenges including:</p> <ol style="list-style-type: none"><li>1. Adopting the Professional Learning Community (PLC) cycle of inquiry approach and the use of whole school data.</li><li>2. To improve student learning outcomes for all students (does this mean learning growth?).</li><li>3. To build teacher capacity to strengthen and align teaching and learning across the school from Foundation to Grade 6.</li><li>4. To manage a decline in student enrolments as a result of changing demographics in Mount Clear.</li></ol>
<b>Intent, rationale and focus</b>	<p>In this Strategic Plan, the intention is to improve student outcomes in literacy and numeracy and improve our students' engagement in learning.</p> <p>This strategic plan is to be implemented with teachers continuing to develop consistency of practice in their pedagogy and improve their collection, analysis and use of data to provide teaching at the point of learning need for all students. An additional intention is to ensure that teachers are able to access and use high quality diagnostic assessment tools and develop skills in analysis of results. This is to be incorporated with feedback from students, greater student voice and learner agency to provide an engaging curriculum that achieves high levels of learning growth for all students.</p> <p>This is important as analysis of student learning in Literacy and Numeracy in the 2021 School Review indicated that the school had made improvements in student learning. However, there was a need to examine further strategies to enable the next phase and growth in improved learning. Consistent implementation of the MCPS instructional model and embedding use of the "Professional Learning Community Inquiry Cycle" were seen as key enabling strategies. Collection and analysis of a range of data including assessment data, feedback from students and the development of students' learner agency are required to assist the development of curriculum that promotes greater engagement, motivation and learning confidence thereby improving student achievement.</p>

	<p>The school recently completed DET's 'Professional Learning Community' (PLC) professional learning modules and will use the life of the plan to embed the PLC cycle of inquiry. Collection and analysis of a range of data including assessment data, feedback from students and the development of students' learner agency are required to assist the development of curriculum that promotes greater engagement, motivation and learning confidence thereby improving student achievement.</p> <p>Development of improved strategies to collect and use student feedback will be another early undertaking with formal and informal instruments used. Teachers will continue to develop their expertise in assessment programs and practices and provision of feedback to students.</p>
--	--

Draft

# School Strategic Plan - 2021-2025

Mount Clear Primary School (0427)

<b>Goal 1</b>	To maximise learning growth for all students.
<b>Target 1.1</b>	By 2025 increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN: <ul style="list-style-type: none"><li>• Reading to increase from 66% (2021) to 80% or above.</li><li>• Writing to increase from 57% (2021) to 75% or above.</li><li>• Numeracy to increase from 69% (2021) to 80% or above.</li></ul>
<b>Target 1.2</b>	By 2025 increase the percentage of students achieving in the top two bands in NAPLAN: Year 5 <ul style="list-style-type: none"><li>• Reading to increase from 40% (2021) to 45% or above.</li><li>• Writing to increase from 20% (2021) to 25% or above.</li><li>• Numeracy to increase from 22% (2021 based on a three–year rolling average) to 27% or above.</li></ul>
<b>Target 1.3</b>	By 2025 increase the percentage of students across the school (Prep to Year 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm referenced/standards–based data sets). <ul style="list-style-type: none"><li>• Reading from 78% (2020) to 85% or above.</li><li>• Writing from 75% (2020) to 80% or above.</li><li>• Number and algebra 77% (2020) to 85% or above.</li></ul>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	To monitor and evaluate the impact of teaching practice on student learning outcomes using the PLC approach.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	To strengthen the capacity of teachers to utilise data and inform differentiated and sequential learning.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	To enhance collaboration and cohesion of practice across the school.
<b>Goal 2</b>	To strengthen learner agency.
<b>Target 2.1</b>	<p>By 2025 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 61% (2021) to 78% or above.</li> <li>• Stimulating learning from 77% (2021) to 88% or above.</li> <li>• Self-regulation and goal setting from 80% (2021) to 85% or above.</li> <li>• Motivation and interest from 72% (2021) to 80% or above.</li> </ul>
<b>Target 2.2</b>	<p>By 2025 increase the percentage of positive endorsement in the SSS (to be confirmed using 2021 data):</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 64% (2021) to 80% or above.</li> <li>• Collective efficacy from 72% (2021) to 85% or above.</li> <li>• Teacher collaboration from 78% (2021) to 88% or above.</li> <li>• Trust in student and parents from 66% (2021) to 80% or above.</li> </ul>

<b>Target 2.3</b>	<p>By 2025 increase the percentage of positive endorsement in the Parent Opinion Survey (POS):</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 79% (2021) to 90% or above.</li> <li>• Student agency and voice from 81% (2021) to 90% or above.</li> <li>• Teacher communication from 78% (2021) to 85% or above.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	To further build teacher capacity to activate and optimise learner agency.
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	To embed a whole school strategy for students to develop and monitor their own learning goals and track progress.
<b>Key Improvement Strategy 2.c</b> Parents and carers as partners	To enhance authentic learning partnerships between students, families and community stakeholders.
<b>Goal 3</b>	To enhance the wellbeing of all students.
<b>Target 3.1</b>	<p>By 2025 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 69% (2021) to 80% or above.</li> <li>• Teacher concern from 73% (2021) to 80% or above.</li> <li>• Emotional awareness and regulation from 64% (2021) to 75% or above.</li> <li>• Perseverance from 70% (2021) to 80% or above.</li> </ul>
<b>Target 3.2</b>	By 2025 increase decrease student absence rates (three–year average):

	<ul style="list-style-type: none"> <li>Percentage of students with 20 or more absence days from 26% (2020) to 22% or less.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	To develop a responsive, whole school tiered approach to wellbeing.
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	To embed inclusive teaching practices to support diverse student needs.
<b>Key Improvement Strategy 3.c</b> Health and wellbeing	To utilise evidence-based practices to support mental health.

Draft