

School Strategic Plan 2021-2025

Mount Eliza North Primary School (5140)



MountElizaNorth
P R I M A R Y

Submitted for review by Julie O'Brien (School Principal) on 15 February, 2022 at 09:47 AM

Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 15 February, 2022 at 11:11 AM

Endorsed by James Batty (School Council President) on 04 May, 2022 at 04:40 PM

School Strategic Plan - 2021-2025

Mount Eliza North Primary School (5140)

School vision	Mount Eliza North Primary School strives to create a community of learners who are empowered to inquire, achieve and contribute to the world around them.
School values	As an International Baccalaureate school teaching the Primary Years Program, we have shared school and community values of: Inquirer, Thinker, Communicator, Risk-Taker, Knowledgeable, Principled, Caring, Open-Minded, Balance and Reflective
Context challenges	The 2021 - 2025 School Strategic Plan will provide the school with an opportunity to focus on improved learning outcomes in Numeracy and Mathematics and to embed learner agency across the school. The challenge for the school will be to move from 'Recharge' to 'Influence' using the Differentiated School Performance Group model
Intent, rationale and focus	If teachers continue to build their data literacy, they will be better able to use the analysis and interpretation of student performance data to improve classroom teaching practice, personalise learning and enhance student learning outcomes, particularly those of more able students. If the school continues to develop approaches that give students a greater say in decisions that affect their learning, gives them a voice in the learning process and engages them in authentic inquiry about the world around them, student motivation , engagement and learning outcomes will improve.

School Strategic Plan - 2021-2025

Mount Eliza North Primary School (5140)

Goal 1	To improve student learning outcomes with a focus on Numeracy and Mathematics.
Target 1.1	Using NAPLAN data for Numeracy: <ul style="list-style-type: none">• The percentage of Year 5 students assessed as being above benchmark growth will improve from 14 per cent (2021) to at least 30 per cent.• The percentage of Year 5 students assessed in the top two NAPLAN Bands will improve from 32 per cent (2021) to 50 per cent.
Target 1.2	Using Teacher Judgements data for Number and Algebra: <ul style="list-style-type: none">• The proportion of Year 4 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 44 per cent (2021 Semester 2) to 50 per cent.• The proportion of Year 6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 36 per cent (2021 Semester 2) to 50 per cent.
Target 1.3	Increase the proportion of Year 1-6 students assessed against the Victorian Curriculum Levels F-10 making at least one year of learning growth in each school year in Number and Algebra from 75 per cent (2021) to 95 per cent (2025)

Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Build the capacity of staff in the teaching of Numeracy and Mathematics to ensure appropriate learning growth for every student.
Key Improvement Strategy 1.b Instructional and shared leadership	Build the capacity of Instructional leaders in leading the teaching of Numeracy and Mathematics.
Key Improvement Strategy 1.c Evaluating impact on learning	Develop a strong, shared understanding of the Professional Learning Communities (PLC) model and embed this in school-wide practices.
Goal 2	To improve student agency and responsibility for their learning.
Target 2.1	Using the Student Attitudes to School Survey, improve the percentage of positive responses to the following survey items: <ul style="list-style-type: none"> • School connectedness – to increase from 85 per cent positive responses (2021) to 90 per cent. • Motivation and Interest – ‘I am learning things that really interest me’ - to increase from 75 per cent (2021) to 85 per cent. • Student voice and agency – to increase from 73 per cent (2021) to 85 per cent.
Target 2.2	Using the School Staff Survey, improve the percentage of positive endorsements on the following items: <ul style="list-style-type: none"> • ‘Use student feedback to improve practice’ – to increase from 67 per cent (2020) to at least than 85 per cent. • ‘Focus learning on real-life problems’ – 63 per cent (2020) to at least 80 per cent • ‘Professional learning through peer observation’ – from 70 per cent (2020) to 80 per cent

<p>Target 2.3</p>	<p>Using NAPLAN data, improve the proportion of students achieving high benchmark growth:</p> <ul style="list-style-type: none"> • Benchmark Growth Reading – from 26 per cent (2021) to at least 30 per cent • Benchmark Growth Writing – from 30 per cent (2021) to not less than 30 per cent <p>Using NAPLAN top two bands – maintain or improve the proportion of students achieving top two bands:</p> <ul style="list-style-type: none"> • Year 3 Reading – from 77 per cent (2021) to not less than 75 per cent • Year 3 Writing – from 70 per cent (2021) to not less than 70 per cent • Year 5 Reading – from 69 per cent (2021) to not less than 70 per cent • Year 5 Writing – from 31 per cent (2021) to not less than 35 per cent
<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>Build the knowledge and understanding of authentic learner agency among all staff.</p>
<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>Build the knowledge and understanding of authentic learner agency among all students.</p>
<p>Key Improvement Strategy 2.c Building practice excellence</p>	<p>Embed collaborative and reflective practices for staff, students and leadership.</p>