



# Maribyrnong Primary School Strategic Plan

## 2014-2017

## Belconnen Network

### Endorsement by School Principal

Name: Ms Jennifer Howard

Signed

*J Howard*

Date:

27.3.14

### Endorsement by School Board Chair

Name: Mrs Justine Minchin

Signed

*J Minchin*

Date:

27-3-14

### Endorsement by School Network Leader

Name: Ms Anne Huard

Signed

*A Huard*

Date:

5/5/14

## School Context

This priority continues to be a focus area for our school. We aim to capitalise on improvements made and improve:

- educator capacity
- consistency of the teaching and learning cycle (teaching, assessment, reporting)
- consistency of data collection
- use of data for formative and summative purposes at the classroom and school system levels
- use of student voice to inform educator actions and school system processes
- implementation of the principles of Assessment for Learning (this includes the continued refinement of learning intentions, quality success criteria and feedback to students on their progress)
- the nexus between student learning experiences, data interrogation and teacher programming to support evidence based practice and school improvement

## Strategic Priority 1: To improve student outcomes

### Performance Measures

Indicators of success in our efforts to improve student outcomes include:

- The development and consistent application of policies and procedures which meet the needs of all students at Maribyrnong
- The establishment of a clear system of continuous improvement to monitor the effectiveness of our approach
- The establishment of clear and consistent processes to improve teacher pedagogy and assessment practices which leads to improved student outcomes

Performance measures which will be used to determine what is to be achieved through this priority include:

- Improved student outcomes for all grades as evidenced by mid and end of year school reports
- Improved student outcomes in the BEE spelling assessment across all grades
- Increased number of students who achieve short and long term ILP goals
- Increased number of students scoring above the Territory mean in all areas of NAPLAN
- Increased number of students scoring above average growth in all areas of NAPLAN
- Increased number of students scoring above average progress in all areas of PIPS
- Improved student outcomes in the number of students reading at or above grade level as determined by the PM Benchmarking and PROBE reading assessments
- Improved student voice in the curriculum as evidenced by the School Satisfaction Surveys
- Improved consistency in teaching, planning and moderation of student work

### Key Improvement Strategies

- 1 – Use the Plan Do Study Act continuous improvement cycle to improve student results
- 2 – Establish and embed policies and procedures for consistent school practices
- 3 – Improve the use of evidence based practice
- 4 – Establish and embed opportunities for student voice
- 5 – Establish and embed Visible Learning Principles
- 6 – Collaborate, clarify, communicate the school purpose, vision, values
- 7 – Establish and embed principles of Assessment for Learning

### Links to Directorate Strategic Plan

Quality Learning: Inspirational teaching and leadership: High expectations, High performance: Business innovation and improvement

## School Context

The 2008 *'Melbourne Declaration on Educational Goals for Young Australians'* was agreed to by all Australian education ministers. It commits to supporting 'all young Australians to become successful learners, confident and creative individuals, and active and informed citizens'. This document provides the scope for the development of the Australian Curriculum.

Maribyrnong Primary currently plans for, teaches and assesses student learning with the English, Mathematics, History and Science key learning areas of the Australian Curriculum. This priority remains a focus for future development of school based implementation based on the release of new curriculum areas.

## Strategic Priority 2: To improve the learning and teaching cycle through the Australian Curriculum

### Performance Measures

Indicators of success in our efforts to improve the learning and teaching cycle through the Australian Curriculum include:

- The development and consistent application of policies and procedures which meet the requirements of the Australian Curriculum
- The establishment of a clear system to monitor the effectiveness of our approach
- The establishment of clear and consistent processes to improve student outcomes

Performance measures which will be used to determine what is to be achieved through this priority include:

- Improved student outcomes for all grades as evidenced by mid and end of year school reports
- Improved student outcomes in the BEE spelling assessment across all grades
- Increased number of students who achieve short and long term ILP goals
- Increased number of students scoring above the Territory mean in all areas of NAPLAN
- Increased number of students scoring above average growth in all areas of NAPLAN
- Increased number of students scoring above average progress in all areas of PIPS
- Improved student outcomes in the number of students reading at or above grade level as determined by the PM Benchmarking and PROBE reading assessments
- Improved student, staff and parent and carer satisfaction as evidenced by the School Satisfaction Surveys

### Key Improvement Strategies

1 – Improve school planning to ensure alignment with the Australian Curriculum Improve the culture of professional learning around quality pedagogies

### Links to Directorate Strategic Plan

Quality Learning: Inspirational teaching and leadership: High expectations, High performance: Business innovation and improvement

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## School Context

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the School in identifying Preschool unit strengths, and areas that require improvement. The School has identified our Preschool unit strengths and areas for development using the National Quality Standard and our Preschool Quality Improvement Plan (QIP). We will focus on two main improvement areas as identified through the self assessment process and will build on existing practices as we aim for an exceeding rating through the National Quality Accreditation process.

## Strategic Priority 3: To build systems and processes to improve student wellbeing through the Early Childhood programs at Maribyrnong

### Performance Measures

Indicators of success in our efforts to build systems and processes to improve student wellbeing through the Early Childhood programs at Maribyrnong include:

- The development and consistent application of policies and procedures which meet the requirements of the National Quality Standard
- The establishment of a clear system to monitor the effectiveness of our approach
- The establishment of clear and consistent processes to improve student wellbeing and student outcomes

Performance measures which will be used to determine what is to be achieved through this priority include:

- The National Quality Standard school self assessment process and the National Quality Accreditation process indicates improvement in Quality Area 1 Educational Program and Practice and Quality Area 2 Health and Safety and Physical Environment
- Improved satisfaction of key stakeholders as evidenced by the School Satisfaction Surveys

### Key Improvement Strategies

- 1 – Improve educational programming and practice including programming, assessment and reporting
- 2 – Improve health and safety and outdoor physical environment to ensure alignment with policies and procedures

### Links to Directorate Strategic Plan

Quality Learning: Inspirational teaching and leadership: High expectations, High performance: Business innovation and improvement

### National Quality Standard Area covered by this priority

QA1 Education Program and Practice

QA2 Health and Safety and Physical Environment

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## School Context

Schools are amongst the safest places in the community for children and young people. Through the National Safe Schools Framework, we have completed a self assessment against the nine elements that help create teaching and learning communities where all members of the school community feel secure. The Australian community rightly expects all education systems and leaders to take every available measure to ensure the safety of students and the broader school community, and to protect and support them. The Melbourne Declaration on Educational Goals for Young Australians (2008) affirms:

*Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians ...*

We aim to build on the safe school culture and philosophy at Maribyrnong by focusing on this as a priority over the next four years as a key priority in our school strategic plan. The self assessment completed in October 2013 indicated that we are 'doing well' in the areas of positive behaviour management (element 5), early intervention and targeted support (element 8) and partnerships with families and community (element 9).

## Strategic Priority 4: To build systems and processes to improve student wellbeing

### Performance Measures

Indicators of success in our efforts to build systems and processes to improve student wellbeing include:

- The development and consistent application of a student wellbeing policy
- The establishment of a clear system to monitor student wellbeing
- The establishment of clear and consistent processes to improve student wellbeing

Performance measures which will be used to determine what is to be achieved through this priority include:

- Improvement in the following key characteristics under the National Safe Schools Framework
- Improved student satisfaction as evidenced by the School Satisfaction Surveys
- Improved student wellbeing as evidenced by the Belconnen Network Student Wellbeing Surveys (school climate survey)
- Positive feedback across identified areas for improvement from all stakeholders through school based information gathering
- Maintenance of high student attendance records
- Continued low rate of suspension
- A reduction in the number of bullying incidents as evidenced by school behaviour management records

### Key Improvement Strategies

- 1 – Development of a shared school vision
- 2 – Improve student connectedness and relationships
- 3 – Develop consistent policies and procedures
- 4 – Development of a safe school curriculum

### Links to Directorate Strategic Plan

Quality Learning: Inspirational teaching and leadership: High expectations, High performance: Business innovation and improvement

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