Melrose Primary School / Strategic Plan 2022-25

2022-2025 Strategic Plan Goals – 2021 Review recommendations		
Maximise learning growth for all students	Improve student motivation and engagement in learning	Maximise the wellbeing of all students
Key Improvement Strategies (KIS)		
1a. To embed consistent high–quality instructional practices across the school. **1b.** To enhance the capacity of teachers to utilise assessment data and plan for differentiated learning. **1c.** To monitor and evaluate student achievement data to improve teaching practice.	**2a.** To enhance the capacity of teachers to activate student agency. **2b.** To embed a whole school strategy for students to monitor their own learning goals and track progress. **2c.** To enhance authentic and aspirational learning partnerships between students and the school community.	**3a.** To enhance staff capacity to support complex social, emotional and wellbeing needs. **3b.** To maximise wellbeing partnerships within and beyond the school community. **3c.** To enhance student connectedness and school pride.
Key Improvement Strategies (KIS) – Elaborations		
• Further embed high quality instructional practices including consistency of practice across the school and the use of the Instructional model in all curriculum areas. • Share best practice and increase feedback, peer observations and LWT to build capacity and practice excellence. • Enhance the capacity of teachers to use assessment information and to plan for differentiated learning. • Professional learning to support use of assessment tools (formative and summative), linked to the curriculum and scope and sequence. • Monitor and evaluate student achievement data considering achievement and growth. • Further enhance the use of PLC to monitor and evaluate the impact of practice development on teaching and learning.	• Develop awareness and conditions for learner agency, including building staff capacity, formalising a goal setting process and linking this to the instructional model. • Build opportunities for students to self-assess, set and monitor their own learning goals. Helping them take ownership of their learning and know the next steps for success. • High expectations, challenge and resilience – 'learning pit.' • Share learning data with students – visible learning. • Feedback cycles with students – teachers to students, and students to teachers. • Co-construction of learning activities and curriculum developments. • Involve parents in the learning process so they can support their child too.	• Build students capacity to connect with the school and peers, enacting school pride, inclusivity and being advocates for their own wellbeing. • Continue to support all students with their wellbeing. • Enhance the provision for complex wellbeing and mental health needs. • Parents as partners in wellbeing – home supporting school and school supporting home. • Outside agency support for students and families.

Targets

1.1 **By 2025 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN (data to be finalised using 2021 NAPLAN results as the benchmark)** • Reading to increase from 59% (2021) to 70% at or above • Writing to increase from 71% (2021) to 75% at or above • Numeracy to increase from 47% (2021) to 57% at or above **1.2** **By 2025 increase the percentage of students achieving in the top two bands in NAPLAN (data to be finalised using 2021 NAPLAN results as the benchmark)** Year 3 • Reading to increase from 67% (2021) to 75% at or above • Writing to increase from 71% (2021) to 76% at above • Numeracy to increase from 72% (2021) 75% at or above **1.3** **By 2025 increase the percentage of students across the school (average taken from Prep to Year 6 using Panorama—Teacher Judgement Growth data) achieving at or above expected growth in teacher judgement (based on triangulated, norm referenced/standards–based data sets).** • Reading from 40% (Semester 2 2020) to 85% or above • Writing from 36% (Semester 2 2020) to 85% or above • Number and algebra 36% (Semester 2 2020) to 85% or above **1.4** **By 2025 increase the percentage of positive endorsement in the SSS:** • Academic emphasis from 45% (2020) to 75% or above • Collective efficacy from 53% (2020) to 75% or above	**2.1** **By 2025 increase the percentage of positive endorsement in the student AToSS:** • Student voice and agency from 68% (2019) to 78% or above • Stimulated learning from 81% (2019) to 86% or above • Self–regulation and goal setting from 82% (2019) to 87% or above • Resilience from 71% (2019) to 79% or above **2.2** **By 2025 increase the percentage of positive endorsement in the SSS:** • Trust in students and parents from 35% (2020) to 54% or above • Parent and community involvement from 68% (2020) to 73% or above **2.3** **By 2025 increase the percentage of positive endorsement in the POS** • Parent participation and involvement from 70% (2020) to 75% or above • Stimulating learning environment from 75% (2020) to 85% or above • Teacher communication from 74% (2020) to 81% or above	**3.1** **By 2025 increase the percentage of positive endorsement in the student AToSS:** • Teacher concern from 76% (2019) to 81% or above • Effective classroom behaviour from 71% (2019) to 76% or above • Sense of connectedness from 75% (2019) to 81% or above **3.2** **By 2025 increase the percentage of positive endorsement in the POS:** • School pride and confidence from 78% (2020) to 83% or above • Respect for diversity from 85% (2020) to 89% or above • General satisfaction from 76% (2020) to 83% or above **3.3** **By 2025 decrease student absence rates:** • Percentage of students with 20 or more absence days from 42% (2019) to 38% or less