

# Melrose Primary School Strategic Plan 2018-2021



Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Caryle York (acting) .....19/12/2017	.....[name] .....[date]	.....[name] .....[date]
School council: Paul Barker ..... 19/12/2017	.....[name] .....[date]	.....[name] .....[date]
Delegate of the Secretary: John Pryor .....19/12/2017	.....[name] .....[date]	.....[name] .....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><b>The Emotional Intelligence (EQ) motto, Educating Hearts and Minds, is supported by visions statements:</b></p> <p><b>Excellence in Teaching and Learning:</b> Excellence in teaching and learning is based on the Victorian Curriculum, Melrose Primary School’s EQ philosophy and current student data. Engaging, differentiated teaching is planned collaboratively based on individual student needs.</p> <p><b>Professional Leadership:</b> Leaders at Melrose Primary School support and build positive relationships with the school community. Leaders are collaborative, respectful, supportive, visible and organized. Leaders demonstrate and model appropriate behaviours in line with the EQ philosophy.</p> <p><b>Positive Climate for Learning:</b> A positive climate for learning promotes a safe, supportive and inclusive environment, driven by Melrose Primary School’s EQ philosophy and built on positive relationships which foster high expectations for all.</p> <p><b>Community Engagement in Learning:</b> Community engagement in learning is a partnership between school and home that values positive relationships with the wider community. There is an integrated focus on academics, social and emotional wellbeing and community, that leads to improved student outcomes, stronger families and healthier communities.</p>	<p><i>We use our Emotional Intelligence program as a catalyst to establish a harmonious, safe and purposeful school community. The overall philosophy driving our school is encapsulated in our motto “Educating Hearts and Minds.”</i></p> <p><b>Excellence:</b> striving for highest personal achievement in all pursuits  <b>Motivation:</b> being proactive, productive and persisting at personal goals  <b>Thinking:</b> showing the ability to reason, to reflect and to problem solve  <b>Empathy:</b> displaying concern for the wellbeing of others and acting with compassion  <b>Courage:</b> always willing to stand up for what is right and having the strength to make the right choices</p> <p><b>EQ:</b>  Know Yourself  Choose Yourself  Give of Yourself</p>	<p>Melrose Primary School is located in West Wodonga, approximately 3kms from Wodonga Central. The school has an enrolment of 340 students in 2017. Located in an educational and recreational precinct, the school is surrounded by a network of parks, walking and bicycle paths, sporting ovals and courts and a major regional recreational facility.</p> <p>The school’s 2016 Student Family Occupation Index was 0.6655. The school has programs to support Indigenous students, students with an EAL background, and students with additional learning needs.</p> <p>In 2017, the school has a Principal, two Assistant Principals, 24.4 full-time equivalent (FTE) teaching staff and 7.4 FTE Education Support staff.</p> <p>Class structures at Melrose in 2018 will be comprised of two Foundation classes, five Grade 1/2 classes, four Grade 3/4 classes and five Grade 5/6 classes. Specialist teachers provide programs for all classes in Visual Arts, Physical Education and Languages Other Than English AusLAN</p> <p>Melrose and seven other Wodonga Government schools (within the Wodonga LGA) established the Wodonga Federation of Government Schools in 2016, working collaboratively to establish common goals and action teams in identified priority areas.</p> <p>The school building houses classrooms under one roof with the learning areas positioned around the outside of the building and the central areas consisting of an art resource centre, sick bay, library, computer lab, a multi-purpose room, office spaces, staff and kitchen facilities. There is a two-room portable on site that is used as the LOTE room and also provides an extra working space/music room area.</p> <p>Challenges:</p> <ul style="list-style-type: none"> <li>• A leadership team that led strategic school improvement informed by an agreed vision and clear direction for achieving improved student outcomes was not consistently present</li> <li>• A shared and explicit school improvement agenda that empowered all staff to meet the learning, engagement and well-being needs of all students was not developed</li> <li>• An agreed whole school instructional model to drive consistent and explicit teaching practice was not present</li> <li>• Staff instructional capacity and curriculum knowledge, with the embedding of high impact teaching and assessment strategies, were not highly developed to effectively meet the learning needs of all students</li> <li>• Differentiated teaching practices were not consistently understood or applied across the school to support all students at their point of need and to assist them to reach their potential</li> <li>• Collaborative approaches to social and emotional well-being that engaged all students and supported them in their learning were not consistently applied</li> <li>• Student capacity to be active learners through high expectations and a consistent approach to student voice and agency was not sufficiently developed</li> <li>• Effective partnerships with parents and carers, with high expectations and clear communications in supporting the engagement and learning of their children were not developed.</li> </ul>	<p>At The school has not met several of the threshold standards related to learning achievement, engagement and wellbeing.</p> <p>The following FISO aligned areas are for the consideration of the Design and Implementation Team to assist in developing the next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Establish an agreed school vision to underpin the school’s strategic improvement plan. Develop clear roles and build leadership capacity to lead and embed the school’s strategic improvement plan.</li> <li>• Develop and implement a shared and explicit school improvement agenda that empowers all staff to meet the learning, engagement and well-being needs of all students</li> <li>• Develop and embed the agreed whole school instructional model to drive consistent and explicit teaching practice</li> <li>• Develop shared understanding of the Victorian curriculum progressions and build practice excellence to embed high impact teaching and assessment strategies</li> <li>• Determine and embed differentiated teaching practices across the school to support all students at their point of need and to assist them to reach their potential</li> <li>• Develop agreed and collaborative approaches to social and emotional well-being that engage all students and support them in their learning</li> <li>• Develop student capacity to be active learners through high expectations and a consistent approach to student voice and agency</li> <li>• Build active and effective partnerships with parents and carers, through developing high expectations and clear communication channels to support the engagement and learning of their children.</li> </ul> <p>The school has been through significant changes in leadership over some time and the allocation of a priority review will support it in developing a clear strategic direction for the future.</p> <p>(highlighted sections are the priorities)</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p><i>To improve learning outcomes for all students in Literacy and Numeracy.</i></p>	<p>Building Practice Excellence</p>	<p>Develop an agreed approach to the effective teaching of literacy and numeracy</p>	<p>To improve relative growth in Naplan data - reading, writing and numeracy in reducing low growth and increasing high growth from the 2017 benchmark</p> <p>To increase the number of students in Years 3 and 5 in the top two NAPLAN bands for reading, writing and numeracy.</p> <p>To decrease the number of students in Years 3 and 5 in the bottom two NAPLAN bands for reading, writing and numeracy</p> <p>To increase the number of students in Vic Curriculum reporting levels A and B - reading/viewing, writing, speaking and listening</p> <p>To decrease the number of students in Vic Curriculum reporting levels D and E - reading/viewing, writing, speaking and listening</p> <p>To increase the number of students in Victorian Curriculum reporting levels A and B - measurement and geometry, number and algebra, statistics and probability</p> <p>To decrease the number of students in Victorian Curriculum reporting levels D and E - measurement and geometry, number and algebra, statistics and probability</p>
<p><i>Improve student engagement and motivation to learn</i></p>	<p>Empowering Students and Building School Pride</p>	<p>Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.</p> <p>Employ a whole school approach to wellbeing to ensure a safe &amp; secure learning environment</p>	<p>To improve the percentage of Factor Percentiles for each domain in the Attitudes to School Survey. Report: Factor Percentiles relative to all Victorian Schools</p> <p>For the average attendance rate to be over 85% Foundation to Year 6</p> <p>Decrease suspensions from the 2017 benchmark data.</p> <p>Decrease negative incidents entered on SIMS 2017</p> <p>Increase positive incidents entered on SIMS 2017</p>
<p><i>Develop Leadership that is shared and distributed</i></p>	<p>Building Leadership Teams</p>	<p>Enhance the schools capacity in Instructional &amp; Shared Leadership</p>	<p>To decrease the negative and neutral responses to the School Improvement component of the 2017 Parent Opinion Survey</p> <p>To increase the % of positive endorsement in Collective Efficacy and Academic Emphasis from Transform ( very low - decreased significantly) to Stretch (performance is improving) . Data set: 2017 School Performance Report</p> <p>To have improvement each year in the overall score for the School Leaders hip module of the Staff Opinion Survey.</p>

*To improve learning outcomes for all students in Literacy and Numeracy.*

*Improve student engagement and motivation to learn.*

*Develop Leadership that is shared and distributed.*

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