**School Strategic Plan 2021-2025**

Maroona Primary School (1943)



Submitted for review by Anthony Cross (School Principal) on 28 February, 2022 at 04:09 PM  
Endorsed by Paul Nolan (Senior Education Improvement Leader) on 08 March, 2022 at 09:45 AM  
Endorsed by Jess Tucker (School Council President) on 11 October, 2023 at 04:24 PM

**School Strategic Plan - 2021-2025**

Maroona Primary School (1943)

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| School vision | At Maroona Primary School we actively strive to develop a safe, caring and inclusive learning environment where mutual respect and the pursuit of personal excellence form the basis for life-long learning and future success. We believe that: All students can learn and benefit from actively engaging in a worthwhile and challenging curriculum. We want to create life long learners, not only in our students but staff and greater community. |
| School values | At Maroona Primary School we promote the following school values within our school community: Honesty, Kindness, Respect and Excellence. |
| Context challenges | The school has a complete overhaul of staffing in 2022. We currently have an Acting Principal and two new teaching staff, of which, one is a graduate and the an experienced teacher. We have identified through the school review that there is need for consistent approach to teaching and learning using a whole school instructional model, implementation of a consistent programs in Literacy across the junior and senior classroom, as well as ensuring that students of all abilities have an ILP so they are being extended or supported. Another challenge will be embedding new knowledge of data analysis across the teaching staff, this will ensure that they have the ability to monitor and set goals for the students. |
| Intent, rationale and focus | - Deepen discipline knowledge and pedagogy knowledge, to increase consistency of practice, for the core priorities in Literacy & Numeracy. - Deepen and embed data literacy and refine teacher practice to understand, analyse and use data as evidence and tools to individualise student learning,  - Deepen consistency of accurate teacher judgements and writing moderation practices using formative and summative assessments - Prioritise opportunities and implement strategies for students to understand and set learning goals and have an active voice within the school and community to purposefully share their learning. - Deepen and expand the Resilience Project to align with the school values to embed consistency of expectations, and a shared common language for staff and students. |

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| Goal 1 | To improve student learning outcomes in Literacy and Numeracy. |
| Target 1.1 | By 2025, each Year 1-6 student will make at least one Victorian Curriculum Level of learning progress in Literacy and Numeracy each school year.   * All students to achieve at least 12 months growth in Reading, Writing and Number & Algebra as per Teacher judgment scores. |
| Target 1.2 | By 2025 the combined percentage of students F-6 above the age expected levels in teacher judgment against the Victorian Curriculum increase for:   * Reading from 19% in 2021 to 21% * Writing from 15% in 2021 to 17% * Number and Algebra from 22% in 2021 to 25% |
| Target 1.3 | By 2025, the percentage of Year 5 students assessed above NAPLAN Benchmark Growth (three year moving average 2018-21) will increase for:   * No benchmark growth for 2022 |
| Target 1.4 | By 2025 increase the percentage of students Year 3 and Year 5 achieving in the top two NAPLAN bands (three-year moving average 2018-21) will increase for:  **Year 3**   * Reading from 79% to 81% * Writing from 55% to 60% * Numeracy from 52% to 58% * Spelling from 47% to 50%   **Year 5**   * Reading from 46% to 50% * Writing from 19% to 21% * Numeracy from 17% to 22% * Spelling from 46% to 50% |
| Key Improvement Strategy 1.a Building practice excellence | To develop teacher capacity in the implementation of the whole school instructional model for Literacy and Numeracy |
| Key Improvement Strategy 1.b Curriculum planning and assessment | To develop teacher capacity in evidence based assessment to differentiate student learning. |
| Key Improvement Strategy 1.c Curriculum planning and assessment | To develop teacher collaboration around whole school planning and a common assessment schedule. |
| Goal 2 | To implement the school values to promote the wellbeing, inclusion and engagement of all students. |
| Target 2.1 | By 2025 increase the percentage of positive endorsement in the AToSS in the following areas:   * Self- regulation and goal setting from 95% in 2021 to 100% * Student motivation and interest from 86% in  2021 to 88% * Student voice and agency from 86% 2021 to 90% * Stimulated learning, maintain at 100 per cent over review period |
| Target 2.2 | By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:   * Stimulating learning environment from 67% in 2021 to 70% * Student agency and voice from 86% in 2021 to 88% * Parent participation and involvement from 95% to 100% * General School Satisfaction from 71% in 2021 to 74% * Student Motivation and Support from 43% 2021 to 50% |
| Target 2.3 | By 2025 increase the percentage of positive endorsement of the School Staff Survey for the Learning Implementation of:   * Collaborate to scaffold student learning from 50% in 2020 to 65% * Support growth and learning of whole student from 50% in 2020 to 65% |
| Key Improvement Strategy 2.a Setting expectations and promoting inclusion | Develop an agreed approach to promoting a culture of high expectations that is consistently implemented by all staff. |
| Key Improvement Strategy 2.b Empowering students and building school pride | Implement methods of developing formalised, visible and personalised student learning goals for all students to contribute to and understand their own learning progression. |