

# School Strategic Plan 2022-2026

Monmia Primary School (5336)



**MONMIA PRIMARY SCHOOL**

*- Learn and Achieve -*

Submitted for review by Lorraine Bell (School Principal) on 12 December, 2022 at 11:06 AM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 06 March, 2023 at 02:11 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2022-2026

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| <b>School vision</b> | <p>The school community has engaged all stakeholders to develop a vision statement which embodies what Monmia community expects to achieve:</p> <p>Loving to Learn<br/>Learning to Live<br/>Being the Best!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>School values</b> | <p>The Monmia Primary School Community embraces the following core values:</p> <p><b>ACCEPTANCE</b><br/>Acceptance is an understanding that everyone is different.<br/>Acceptance is valuing someone or something for whom or what they are.</p> <p><b>CARING</b><br/>Caring shows thoughtfulness and concern towards another.<br/>Caring is showing respect and understanding how others feel.</p> <p><b>FRIENDLINESS</b><br/>Friendliness is being kind and welcoming to others.<br/>Friendliness involves including others.</p> <p><b>HONESTY</b><br/>Honesty is telling the truth, even when something goes wrong.<br/>Honesty builds trust, respect and friendship with others.</p> <p><b>RESPECT</b><br/>Respect is caring and treating each other with dignity.<br/>Respect is looking after oneself, others, property and the environment.<br/>Self-respect is when you like, accept and protect yourself.</p> |

## Context challenges

Monmia Primary School (Monmia PS) is a primary school located in Keilor Downs in the Brimbank local government area of Melbourne, approximately 30 kilometres from the Melbourne central business district. The school was founded in 1992. School facilities include a number of collaborative learning environments which support team planning and team teaching, dedicated Visual and Performing Arts learning spaces, a Languages learning space, A STEAM learning space a community room, gymnasium, library, and outdoor sports areas with artificial turf coverings.

Enrolment at the time of the review was approximately 192 students. Over the past three years, enrolments decreased from 269 students in 2018 to 192 in 2022.

The Student Family Occupation (SFO) index was 0.6022 and the Student Family Occupation Education (SFOE) index was 0.4672 in 2021.

The staffing profile of Monmia PS includes a principal, two assistant principals, three instructional leaders with full time class responsibility, three teaching and learning leaders with full time class responsibility, 9.9 full time equivalent (FTE) classroom and specialist teachers and 1.8 FTE Education Support (ES) staff supporting the Program for Students with Disabilities (PSD), 1.9 FTE office administration staff and a 0.2 FTE technician.

The school provides an approved curriculum framework: Foundation to Year 6, based on the Victorian Curriculum. Classroom teachers and specialists plan activities within Professional Learning Community (PLC) teams. Specialist programs include Visual Arts, Performing Arts, STEAM, Health, and Physical Education. The school also implements the Tutor Learning Initiative (TLI). Monmia PS provides several extra-curricular programs, which include student leadership initiatives, a Prep-Year 4 buddy program, swimming, camps, excursions and in school experiences.

Family engagement is encouraged through school community events including an annual Arts Show, Multicultural Lunch Day, and a biennial School Concert. Whole school events also include the school Athletics, and an annual Colour Fun Run as part of the school's 'Be You' Twilight Picnic.

Digital technology resources and opportunities include interactive whiteboards, tablets and laptops. The school is moving to a Bring Your Own Device (BYOD) learning environment.

The school delivers a whole school social and emotional learning program. It also implements Bucket Filling strategies and Restorative Practices.

The school provides access to an accredited out of school hours care (OSHC) program.

The school has a municipal kinder located onsite.

The schools recent NAPLAN results showed that the percentage of students in the top NAPLAN bands in Reading 2018–22 generally matched the 2021 result for similar schools at Year 3, but fell just below this level at Year 5 over the review period. The school was unable to fully achieve the NAPLAN Reading growth target set in the last SSP. The percentage of students displaying medium and high growth in NAPLAN Reading declined over the period of the SSP.

The NAPLAN Numeracy growth data showed an increase in the percentage of students at or above benchmark growth in Numeracy at Year 5, to a level just below the target set in the SSP. Despite being just below the target, given the progress over the review period, the target was considered to be met.

The school implemented various strategies to reduce absences that exceeded 10 days.

**Intent, rationale and focus**

The school will continue to have teachers plan in PLCs, and consistently deliver a differentiated program that meets the learning needs of students; and provides an appropriate level of challenge.

The school's desire is to continue to enhance learner agency. This will require the school to develop strategies to empower students, and enhance their voice, as partners in understanding, regulating, and managing their own learning; and develop approaches in which teachers enhance feedback to students and use student feedback to adapt their teaching to improve student motivation, self-efficacy and achievement.

The school is very keen to continue providing high-level and consistent wellbeing support to students given the affects of remote learning. It was also acknowledged that challenging student behaviour would continue to be managed through a restorative approach.

The school will introduce school positive wide initiative as part of a tiered, whole-school approach to wellbeing.

The school will continue to focus on deliberate enhancements to the whole school approaches to promoting attendance and managing absences.

# School Strategic Plan - 2022-2026

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| <b>Goal 1</b>     | Optimise learning growth for all students in Literacy and Numeracy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Target 1.1</b> | <p>Increase the percentage of students making above NAPLAN benchmark growth Years 3–5 in:</p> <ul style="list-style-type: none"><li>• Writing: from 17% in 2021 to 25% in 2026</li><li>• Reading: from 17% in 2021 to 25% in 2026</li><li>• Numeracy: from 27% in 2021 to 30% in 2026</li></ul> <p>Decrease the percentage of students making below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"><li>• Writing: from 48% in 2021 to 25% in 2026</li><li>• Reading: from 30% in 2021 to 25% in 2026</li><li>• Numeracy: from 18% in 2021 to 15% in 2026</li></ul> |
| <b>Target 1.2</b> | <p>Increase the percentage of students (average Year 1–6 ) making above expected growth (Semester 2–2) as assessed by teacher judgements in:</p> <ul style="list-style-type: none"><li>• Reading and viewing: from 19% in 2020/21 to 25% in 2025/26</li><li>• Writing: from 10% in 2020/21 to 25% in 2025/26</li><li>• Number and algebra: from 13% in 2020/21 to 25% in 2025/26</li></ul>                                                                                                                                                                                            |
| <b>Target 1.3</b> | <p>Increase the percent positive responses on the SSS in the factors:</p> <ul style="list-style-type: none"><li>• Collective efficacy: from 66% in 2021 to 75% in 2026</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Teacher collaboration: from 58% in 2021 to 75% in 2026</li> <li>• Understand how to analyse data: from 36% in 2021 to 75% in 2026</li> <li>• Time to share pedagogical content knowledge: from 45% in 2021 to 75% in 2026</li> <li>• Professional learning through peer observation: from 18% in 2021 to 75% in 2026</li> </ul>                            |
| <b>Target 1.4</b>                                                                                                                                                                                                  | <p>Increase the percent positive responses on the AtoSS in the factors :</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge: from 84% in 2022 to 90% in 2026</li> <li>• Stimulated learning: from 80% in 2022 to 90% in 2026</li> <li>• Motivation and interest: from 76% in 2022 to 80% in 2026</li> <li>• Teacher concern: from 70% in 2022 to 80% in 2026</li> </ul> |
| <b>Key Improvement Strategy 1.a</b><br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities          | Continue building teacher capacity, within PLCs, to collaboratively use formative assessment to plan a program that meets each student’s point of learning.                                                                                                                                                                                                                                         |
| <b>Key Improvement Strategy 1.b</b><br>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen instructional leaders’ capacity to guide collaborative PLC teams in the areas of assessment, improved pedagogy, and curriculum planning and lead a PLC–based system of peer observations.                                                                                                                                                                                                |
| <b>Key Improvement Strategy 1.c</b><br>Systematic use of assessment strategies and measurement practices to obtain and                                                                                             | In collaborative PLC teams, engage in systematic inquiry into the impact of teaching practice on student learning in order to inform enhanced pedagogy across the whole school.                                                                                                                                                                                                                     |

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| provide feedback on student learning growth, attainment and wellbeing capabilities                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Goal 2</b>                                                                                                                                                                       | Empower all students to be self-regulating learners who are actively engaged in their learning.                                                                                                                                                                                                                                                                                |
| <b>Target 2.1</b>                                                                                                                                                                   | <p>Increase the percent positive responses on the AtoSS in the factors :</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting: from 78% in 2022 to 85% in 2026</li> </ul>                                                                                                                                                                             |
| <b>Target 2.2</b>                                                                                                                                                                   | <p>Increase the percent positive responses on the SSS in the factors :</p> <ul style="list-style-type: none"> <li>• Seek feedback to improve practice: from 36% in 2021 to 80% in 2026</li> <li>• Promote student ownership of learning goals: from 55% in 2021 to 80% in 2026</li> <li>• Use student feedback to improve practice: from 45% in 2021 to 80% in 2026</li> </ul> |
| <b>Target 2.3</b>                                                                                                                                                                   | <p>Increase the percent positive responses on the POS in the factors :</p> <ul style="list-style-type: none"> <li>• Student motivation and support: from 79% in 2022 to 90% in 2026</li> <li>• Student agency and voice: from 80% in 2022 to 90% in 2026</li> <li>• Teacher communication: from 67% in 2022 to 90% in 2026</li> </ul>                                          |
| <b>Key Improvement Strategy 2.a</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Further develop and document a consistent whole-school strategy to empower students and develop self-regulating learners.                                                                                                                                                                                                                                                      |

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| <p><b>Key Improvement Strategy 2.b</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Further build student capacity to co-construct challenging learning goals, learning intentions and success criteria with teachers; and monitor their own learning growth.</p>                                                              |
| <p><b>Key Improvement Strategy 2.c</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Enhance feedback to and from students; to improve student motivation, self-efficacy, and achievement.</p>                                                                                                                                  |
| <p><b>Goal 3</b></p>                                                                                                                                                                        | <p>Strengthen social and emotional competencies, and resilience, for all students.</p>                                                                                                                                                        |
| <p><b>Target 3.1</b></p>                                                                                                                                                                    | <p>Increase the percent positive responses on the AtoSS in the factors :</p> <ul style="list-style-type: none"> <li>• Sense of confidence: from 60% in 2022 to 80% in 2026</li> <li>• Perseverance from 65% in 2022 to 80% in 2026</li> </ul> |
| <p><b>Target 3.2</b></p>                                                                                                                                                                    | <p>Increase the percent positive responses on the SSS in the factors :</p> <ul style="list-style-type: none"> <li>• Support growth and learning of whole child: from 55% in 2021 to 80% in 2026</li> </ul>                                    |
| <p><b>Target 3.3</b></p>                                                                                                                                                                    | <p>Increase the percent positive responses on the POS in the factors :</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills: from 87% in 2022 to 90% in 2026</li> </ul>                                              |



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| <b>Target 3.4</b>                                                                                                                                                                       | Decrease the percentage of students with 20 plus days absence from 33% in 2021 to 25% in 2026     |
| <b>Key Improvement Strategy 3.a</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion                   | Develop a positive school culture that promotes inclusion and wellbeing, based on SWPBS.          |
| <b>Key Improvement Strategy 3.b</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Review and refine the school's social and emotional curriculum.                                   |
| <b>Key Improvement Strategy 3.c</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion                   | Build staff capacity to support and respond to social, emotional and wellbeing needs of students. |
| <b>Key Improvement Strategy 3.d</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion                   | Further embed a whole school approach to improving attendance.                                    |