**School Strategic Plan 2018-2022**

Marlborough Primary School (5045)



Submitted for review by Shaun McClare (School Principal) on 29 November, 2018 at 08:26 AM  
Endorsed by Jennifer Small (Senior Education Improvement Leader) on 07 December, 2018 at 02:05 PM  
Endorsed by Paul Mountney (School Council President) on 10 December, 2018 at 12:47 PM

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| School vision | A community centred on well-being where students are empowered and build skills for life to achieve their personal best. |
| School values | Respect Integrity Accountability |
| Context challenges | Context: Marlborough Primary School developed the Marlborough Primary School Instructional Model as a means of ensuring consistency and quality of teaching and learning across all classrooms. Marlborough Primary School students feel connected and proud of their school. Students have positive relationships with staff. Marlborough Primary School has invested in significant initiatives and approaches that the school had in place to build wellbeing, resilience and student engagement. Marlborough Primary School has invested significantly in building teacher capacity in using student data to inform point-of-need differentiated learning to each student and developing a whole school approach to literacy and numeracy teaching. Challenges:  Consistency of curriculum design, scope and sequence and planning is an essential next step for Marlborough Primary School. Documentation currently varies from basic overviews to detailed unit plans. Development of leadership capacity across the whole school is an essential component for the school to ensure growth and ongoing improvements in all areas of the Strategic Plan. Marlborough Primary School has the capacity to capitalise on the positive relationships within a highly engaged school community to deliver strong outcomes in both student well-being and academic performance. Developing a culture of inquiry, to ensure constant reflection and improvement of teaching practices is crucially important to Marlborough Primary School. |
| Intent, rationale and focus | The Marlborough Primary School Strategic Plan builds on the work undertaken over the past 4 years specifically in the areas of:  • improving the quality and consistency of instructional practice across the school  • establishing a distributed leadership structure across the school that would drive improvement in academic and well-being achievements   Significant work has been undertaken in these two areas and the intent of this strategic plan is to embed the practises at Marlborough Primary School. In addition, further work will continue to develop a guaranteed and viable curriculum. When the curriculum is comprehensively documented and linked to the curriculum frameworks, student learning is sequential and the curriculum is guaranteed. If assessment is a feature of curriculum planning, it provides opportunities for differentiated teaching and learning that meets the needs of all students.  When genuine leadership distribution occurs and all members of the school community are focused on a clear vision of empowering students to achieve their personal best then the whole school becomes focused on the same agenda. |

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| **Goal 1** | To improve student learning outcomes in literacy and numeracy. |
| Target 1.1 | By 2021, increase the percentage of students in the Top 2 bands of NAPLAN Reading, Writing and Numeracy:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Domain** | **Year 3** | | **Year 5** | | | **2017** | **2021** | **2017** | **2021** | | **Numeracy** | 45% | 60% | 30% | 50% | | **Writing** | 67% | 70% | 19% | 50% | | **Reading** | 64% | 80% | 37% | 50% | |
| Target 1.2 | By 2021, decrease the percentage of students in the Bottom 2 bands of NAPLAN Reading, Writing and Numeracy:   * Numeracy - 26% in 2017 to 10% in 2021 * Writing - 19% in 2017 to 10% in 2021 * Reading - 22% in 2017 to 10% in 2021 |
| Target 1.3 | By 2021, increase the percentage of students achieving high relative growth NAPLAN Reading, Writing and Numeracy:   * Numeracy - 12% in 2017 to 30% in 2021 * Writing - 27% in 2017 to 35% in 2021 * Reading - 27% in 2017 to 35% in 2021 |
| Target 1.4 | By 2021 decrease the percentage of students achieving low relative growth (Years 3 – 5) NAPLAN Reading, Writing and Numeracy:   * Numeracy - 48% in 2017 to 25% in 2021 * Writing - 38% in 2017 to 20% in 2021 * Reading - 31% in 2017 to 20% in 2021 |
| Target 1.5 | By 2021, increase the percentage of students achieving high relative growth (Years 5 – 7) NAPLAN Reading, Writing and Numeracy:   * Numeracy - 17% in 2017 to 25% in 2021 * Writing - 17% in 2017 to 25% in 2021 * Reading - 42% in 2017 to 50% in 2021 |
| Target 1.6 | By 2021, decrease the percentage of students achieving low relative growth (Years 5 – 7) NAPLAN Reading, Writing and Numeracy:   * Numeracy - 22% in 2017 to 15% in 2021 * Writing - 44% in 2017 to 25% in 2021 * Reading - 32% in 2017 to 20% in 2021 |
| Target 1.7 | By 2021 increase the correlation between Teacher Judgement and NAPLAN data percentage of students in the Top 2 bands of NAPLAN Reading, Writing and Numeracy:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Domain** | **Year 3** | | **Year 5** | | | **2017** | **2021** | **2017** | **2021** | | **Numeracy** | 75% | 90% | 65% | 80% | | **Writing** | 54% | 80% | 82% | 90% | | **Reading** | 74% | 90% | 81% | 90% | |
| Target 1.8 | By 2021, the School Staff Survey will achieve positive endorsement at 90 per cent or above in all components related to Collaboration, HITS, Feedback and Peer Observation, Curriculum and Consistency of Practice, Student Voice and Engagement, and Assessment, Data and Differentiation. Where 2017 positive endorsement was 90 per cent or above, the target will be to maintain this level. |
| Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies | Build teacher capacity in effectively implementing the Instructional Model and High Impact Teaching Strategies (HITS). |
| Key Improvement Strategy 1.b Building practice excellence | Build teacher capacity in data literacy and the use of diagnostic and formative assessment to inform differentiated teaching and learning. |
| Key Improvement Strategy 1.c Building practice excellence | Continue to build leadership capacity across the school and develop greater alignment and consistency between teams across the school. |
| Key Improvement Strategy 1.d Curriculum planning and assessment | Review and update curriculum documentation. |
| **Goal 2** | To improve student engagement and learning confidence. |
| Target 2.1 | By 2021 increase the percentage of positive endorsement in the Attitudes to School Survey.   |  |  |  | | --- | --- | --- | | **Factor** | **2017** | **2021** | | **Stimulating Learning** | 86% | 90% | | **Sense of Confidence** | 79% | 90% | | **Motivation and Interest** | 88% | 90% | | **Self-regulation and Goal setting** | 84% | 90% | | **Student Voice and Agency** | 71% | 90% | | **Effort** | 80% | 90% | |
| Key Improvement Strategy 2.a Empowering students and building school pride | Build teacher capacity to enhance student voice and ownership of their learning. |
| Key Improvement Strategy 2.b Building practice excellence | Build teacher capacity to provide opportunities for authentic student collaboration in their learning. |
| **Goal 3** | To optimise the well-being of students and staff |
| Target 3.1 | By 2021, increase the percentage of positive endorsement in the Attitudes to School Survey in the following factors:   |  |  |  | | --- | --- | --- | | **Factor** | **2017** | **2021** | | **Teacher Concern** | 71% | 90% | | **Resilience** | 73% | 90% | | **Sense of Inclusion** | 82% | 90% | | **Advocate at School** | 85% | 90% | | **Managing Bullying** | 80% | 90% | |
| Key Improvement Strategy 3.a Health and wellbeing | Develop a whole school approach to Positive Education. |
| Key Improvement Strategy 3.b Vision, values and culture | Review school values and vision. |
| Key Improvement Strategy 3.c Setting expectations and promoting inclusion | Review school wide Behaviour Management strategy. |