**School Strategic Plan 2022-2026**

Marlborough Primary School (5045)



Submitted for review by Timothy Mulhall (School Principal) on 21 March, 2025 at 01:40 PM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 21 March, 2025 at 01:44 PM
Endorsed by Clare Arthurs (School Council President) on 28 March, 2024 at 01:09 PM

**School Strategic Plan - 2022-2026**

Marlborough Primary School (5045)

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| School vision | Marlborough Primary School’s vision is that we are a community centred on well-being where students are empowered and build skills for life to achieve their personal best.  |
| School values | Marlborough Primary School values are Respect, Responsibility and Inclusion. At Marlborough Primary School, we are: Responsible learners, Respectful in our behaviour and Inclusive in the community. |
| Context challenges | From the 2022 Review, challenges identified were lack of whole school vision, inconsistent leadership structures, whole school curriculum initiatives and lack of a calm and orderly environment. The overarching challenge has been a lack of whole school consistency and cohesion. |
| Intent, rationale and focus | The school is trying to achieve whole school consistency, building the capacity of teachers and leaders to lead the learning of students and for students to have agency in their learning. |

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| **Goal 1** | To improve student learning achievement and growth in literacy |
| Target 1.1 | **Updated Goals 2024 and beyond**Increase high growth as measured by Relative Growth (Interim) from 26% to 28% in Reading\*Writing data is unavailable at the time of setting these goals.  |
| Target 1.2 | **Updated Goals 2024 and beyond**To reduce Low Growth as measured by NAPLAN Relative Growth (Interim) from 23% to 20% in Reading\*Writing data is unavailable at the time of setting these goals.  |
| Target 1.3 | **Updated Goals 2024 and beyond**To increase the number of students in Exceeding and Strong as measured by NAPLAN Proficiency in:*Reading:** Year 3 from 65% to 70%
* Year 5 from 81% to 85%

*Writing:** Year 3 from 81% to 87%
* Year 5 from 75% to 81%
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| Target 1.4 | Improve teacher judgement above expected level across F to 6 in:*Writing** from 14% 2021 to 30% 2026

*Reading** from 22% 2021 to 35% 2026
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| Target 1.5 | By 2026, improve the percentage positive endorsement on the School Staff Survey for the factor Collective Efficacy from 56% in 2021 to 75%. |
| Target 1.6 | By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. |
| Key Improvement Strategy 1.aDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  | Develop and embed consistent, whole school approaches to literacy.  |
| Key Improvement Strategy 1.bSystematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities  | Build teacher capacity in the teaching and assessment of all areas of literacy. |
| Key Improvement Strategy 1.cSystematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities  | Build staff capacity to use data across the school to inform teaching practice in literacy. |
| **Goal 2** | To improve student learning achievement and growth in Numeracy |
| Target 2.1 | **Updated Goals 2024 and beyond**Increase the number of students in Exceeding and Strong NAPLAN Numeracy in:* Year 3 from 71% to 75%
* Year 5 from 69% to 73%
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| Target 2.2 | To improve teacher judgements above expected level in number and algebra from 24% in 2021 to 35% in 2026. |
| Target 2.3 |  By 2026, improve the percentage positive endorsement on the School Staff Survey for the factor Academic Emphasis from 44% in 2021 to 65%. |
| Key Improvement Strategy 2.aSystematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities  | Embed whole school curriculum planning and assessment practices in Numeracy.  |
| Key Improvement Strategy 2.bActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school  | Build capacity of teachers to differentiate learning to meet student needs |
| Key Improvement Strategy 2.cDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  | To develop a culture of Inquiry and problem solving within the School Curriculum. |
| **Goal 3** | To strengthen the connectedness, resilience and wellbeing of all students and staff. |
| Target 3.1 |  By 2026, improve the percentage positive endorsement on the School Staff Survey for the staff safety and wellbeing module from 43% in 2021 to 65%. |
| Target 3.2 |  By 2026, improve the percentage positive endorsement on the Attitudes to School Survey for the factor 'sense of connectedness' from 67% in 2021 to 80%. |
| Target 3.3 |  By 2026, improve the percentage positive endorsement on the Parent Survey for the school communication module from 67% in 2021 to 80%. |
| Key Improvement Strategy 3.aActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school  | Embed a whole school agreed approach to student and staff wellbeing that involves all stakeholders - students, teachers and parents/carers.  |
| Key Improvement Strategy 3.bResponsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion  | To build teacher and student capacity to develop, monitor and achieve personal student achievement learning goals |
| Key Improvement Strategy 3.cDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  | To build teacher capacity to provide targeted and timely feedback to students and parents and utilise feedback to inform teaching practices. |