School Strategic Plan for Middle Park Primary School School Southern Region 2013-2016

Endorsement by School Principal	Signed……………………………………. (Principal's signature) Name…Tim Newton……… Date……21st November 2012 ………………………
Endorsement by School Council	Signed……………………………………. (School Council President's signature) Name…Paul Grant………… Date……21st November 2012 ……………
Endorsement by Regional Director or nominee	Signed……………………………………. (Regional Director or nominee's signature) Name…………………………………………… Date……………………………………………

School Profile

Purpose	The Middle Park Primary School community strives to build a 'community of learners' that work towards the collective success for all. Through supportive relationships we aim to ensure that individualised learning is relevant and meaningful to the learner. We promote resilience, persistence and independent learning strategies to foster lifelong learning that capably prepares our students for the 21st Century.
Values	Respect Resilience Responsibility
Environmental Context	Catchment Middle Park Primary School is located in a beach side area of Melbourne within the City of Port Phillip. The school provides a challenging and safe learning environment which encourages a love of learning, allowing students to perform confidently and maximise potential. It supports students in accepting leadership opportunities and to become productive members of the global community through the development of the whole child. Our values: Respect, Integrity and community are linked through all programs. The school has a designated zone and enrolments at the school are highly sought after. The school has a physically small catchment area, but due to its reputation in the local area, the enrolment has continued to steadily increase over the last four years and is currently at 428. An enrolment management plan has been established to manage increasing enrolments in relation to the limited space provided by the site. Additionally talks have begun with the City of Port Phillip to put forward a case for the development of a new primary school in the Port Phillip area to cater for growing population demand from the Port Melbourne / South Melbourne Communities. There is a strong sense of community within the area, with the compact enrolment zone leading to a village atmosphere which promotes close relationship amongst the children and local families. The school has strong historical links with Melbourne's Greek community, with a number of children at the school who speak Greek at home. The school has a Student Family Occupation density of 0.14 (2011) and a Language Background Other Than English proportion of 0.25 (2011). Building & Grounds The original school building was constructed in 1887 and is now classified by the National Trust. A number of

significant upgrades to the buildings have been conducted over the past few years, which have enhanced the indoor and outdoor learning spaces, whilst maintaining its historical integrity. The playgrounds, whilst set in pleasant surroundings, are constrained by the site and include two asphalt basketball courts, two small 'astro turf' play spaces, and an outdoor classroom / quiet area. The lack of space has required additional programs/ areas of the school to be opened and supervised at recess/lunch times. During years of building works, staggered lunch times were put in place although they do not currently exist.

Community

A commitment to the school community has seen the school organised wherever practicable into straight classes. Due to uneven student numbers in different cohorts, this has led to the inclusion of some multi-age classes over the last four years. Currently these multi-age classes fall in Level 3 & Level 4 with one Yr 1/2 class in place. In past years multi-age classes have existed at Prep/1, Yr 1/2, Yr 3/4, and Yr 4/5.

There is also a strong environmentally-based program which has built positive student attitudes toward the environment. An excellent After School Care Program is a feature of the school which involves in excess of 50% of families during the course of the week.

A large number of children enrol in independent schools following their time at Middle Park Primary School, with some children leaving at the end of year 3 and or 4. The opening of Albert Park College has seen a change to this practise, and thus we are beginning to retain a large number of our students through to Yr 6 with 25 out of our 49 students attending Albert Park College for Secondary School in 2011.

Program Overview

Middle Park is proud of its specialist programs, which have been developed to specifically meet the needs of its community. Over the last four years Middle Park has seen a number of changes to the specialist program in the areas of staffing (with all specialist programs experiencing at least one change over the four year period), a change to the Language Other Than English program resulting in the introduction of French in 2011. Constraints within the Student Resource Package have led to some programs lapsing for a period of time. However, with the support of the school community we currently have a full allotment: an ICT, Art, and PE program for an hour each week and a French, and Music program for 40min lessons each week.

Learning Objectives

Due to involvement in the National Partnership Program, the school was able to provide Maths Coaching / Mentoring and implement more formal enrichment/remediation programs for students in both Numeracy and Literacy (including Reading Recovery). Furthermore we have been able to support this through the development of Professional Learning Teams which have been guided by our Leading Teacher and Maths Coach to reflect upon best practice in Maths learning. These teams meet during a common planning time each week and the Maths Coach is in attendance for at least half of the time to focus on student learning, achievement and data analysis in the area of Maths.

	Information is conveyed to the school community through the weekly newsletter, which is emailed out to the vast majority of our community. These along with all notices are uploaded to the school website for future reference. More recently we School context 7 have begun to experiment with updating our community through the use of Twitter and Facebook. Students are using Learning Journeys as Learning Portfolios to communicate their goals, reflection and achievement with home. At Year 3 -6 these are electronic with Yr 5 & 6 developing theirs on the Ultranet for the first time this year.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	**To improve student learning outcomes across the school with a particular focus on increasing learning growth in Literacy and Numeracy.**	• Teacher assessments will show a learning growth for all students deemed as capable of 1.0 VELS level or better over a period of two years in Reading, Writing and Number and Measurement (greater than 80%). • Student outcomes in the NAPLAN demonstrate a growth of 1.0 VELS level for matched cohort (Greater than 80%). • 10% or less of our students record 'low growth' as measured by the NAPLAN. Increase 'high growth' and decrease 'low growth' (from the Relative growth report NAPLAN).	Build the cohesiveness, vision, change management capacity and instructional leadership of the new leadership team. Develop, document and implement a guaranteed and viable curriculum in line with AusVELS and the school's Inquiry Model / Strengthen the understanding, direction and implementation of the shared vision of learning in Literacy and Numeracy at MPPS Build teacher capacity to deliver a stimulating and fully differentiated teaching and learning program through a continued focus on coaching, mentoring and collaborative teaching. / A whole school focus, managed at a team level, on moderation of assessment for planning for students needs and for differentiation of class programs. Review, document and implement the whole-school approach to Inquiry Learning.

Student Engagement and Wellbeing	To improve the engagement of students in their learning and their connectedness to the community.	• By 2016 school means for the students ATS Survey will improve on the following measures to be:
		
		    o Teacher Effectiveness 4.28
		
		    o School Connectedness 4.40
		
		    o Stimulating Learning 4.13
		
		    o Student Motivation 4.57
		
		• Student mean on the POLT Student Survey results and school administer survey results will be at or above 2.0.
			Extend students' ownership of, and accountability for, their own learning.
			
			A whole school focus on goal setting to be used effectively to engage students in their learning, and improve student outcomes through student accountability.

Student Pathways and Transitions	To improve student pathways and transitions at all key stages to enable students to achieve seamless learning growth.	• Improvement in the Transitions variable score on the PO Survey from 5.38 in 2011 to 5.85 by 2016. • Student mean on the POLT Student Survey results and school administer survey results will be at or above 2.0.	Review, strengthen and document the school's transition processes.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions (Actions already being implemented are indicated in Italics)	Achievement Milestones (Changes in practice and behaviours)
Build the cohesiveness, vision, change management capacity and instructional leadership of the new leadership team.	Year 1	• *Include in the membership: Literacy, Numeracy and Action Team leaders and PLT leaders.*	Established Leadership team comprising of PLT leaders and Literacy, Numeracy and Action Team leaders.
		• Continue to document roles and responsibilities within the leadership team, the School Council and across the school as a whole.	Leadership team meeting weekly. Clearly documented roles and responsibilities for all staff.
		• Regularly review processes and protocols to ensure leadership team operations remain focused, efficient and well-communicated.	Documented protocols for the leadership team.
		• Work with all stakeholders to collaboratively review the school's vision and values to ensure that they remain appropriate for the school. Promote new/revised vision and values across the whole school community.	Newsletter and assembly focus on vision and values.
		• Continue to require members of the leadership team to develop action plans for their roles to complement the school's annual improvement plans.	All leaders to develop and monitor action plans based on goals and targets from the Strategic Plan.
		• *Focus on developing a reflective culture which includes professional reading and consideration of new approaches to teaching and learning, with PLT*	Professional development built into PLT plans

Develop, document and implement a guaranteed and viable curriculum in line with AusVELS and the school's Inquiry Model / Strengthen the understanding, direction and implementation of the shared vision of learning in Literacy and Numeracy at MPPS		*leaders encouraged to share reflections with their teams.* • *Plan for succession in leadership roles.* • *Familiarise all PLTs with the AusVELS curriculum content.* • Use the school's data to inform decision-making about what content is essential for students at Middle Park PS. • *Develop a guaranteed and viable curriculum for the school in line with the recommendations of Marzano, Robert J. What Works in Schools.* • *Reduce supplementary content.* • Document and implement a consistent approach to teaching and learning for Literacy and Numeracy at MPPS. • Monitor and evaluate level and classroom planning for consistency in curriculum delivery. • Decide on the time required to ensure that essential learning concepts are adequately covered.	Developed timeline (1 to 2 years) for PLT leadership to ensure a rotation. Attendance at PL relating to AusVELS Documentation of our curriculum model Development of PLT curriculum planners Documentation of agreed approach to teaching and learning Consistency in planning documents across PLTs Re working of the timetable to provide a greater balance of curriculum delivery and more time for teachers to teach
Build teacher capacity to deliver a stimulating and fully differentiated teaching and learning program through a continued focus on coaching, mentoring and collaborative teaching. / A whole school focus, managed at a team level, on		• Encourage collaborative teaching and peer observation and feedback within professional learning teams. • *Strengthen and embed the capacity of PLTs to use assessment data from a*	Built in peer observations into performance review process

moderation of assessment for planning for students needs and for differentiation of class programs.		*variety of sources to plan for curriculum differentiation to meet the needs of all students at each level in the school.*	Professional learning for PLTs in data use
		• *Strengthen the use of ICT as an engaging means of curriculum delivery to differentiate and individualise the curriculum, through collaborative teaching and peer coaching and modeling within teams.*	Membership of ICT Network
		• *Utilise the skills of the ICT specialist to provide coaching and planning support.*	ICT specialist to attend PLT meetings and planning sessions
		• *Identify and train eTeams of students with advanced elearning skills, to support teachers and fellow students in their classroom use of ICT.*	Establish student eTeams and regular meetings
		• Include ICT learning goals in staff performance plans.	ICT learning goals in staff performance plans.
		• Strengthen the use of rich and authentic learning tasks.	
		• Seek input from student focus groups regarding preferred forms of curriculum delivery.	ICT PL and coaching built into performance plans
		• ICT support to assist staff skill development and confidence.	Inquiry team to develop and document whole school model
Review, document and implement the whole-school approach to Inquiry Learning.		• *Review the school's current model for Inquiry learning.*	Development of new Scope and Sequence or equivalent

		• *Review the current scope and sequence for inquiry learning in the light of AusVELS and document the new approach.*	Documentation of inquiry skills and assessment strategies
		• *Review the school's Inquiry units to ensure essential content and learning concepts are adequately covered and are within a required timeframe.*	
		• *Provide opportunities for the student voice to be heard in the planning phase of inquiry units and in the reflection phase when each unit has been completed.*	Ongoing PL with external consultant/ coach

Immersion days and Inquiry expos. |
		• *Ensure that all teachers have a full understanding of the model of Inquiry Learning adopted by the school.*	
		• *Communicate the school's approach to parents and the wider community through immersion days and Inquiry expos.*	

		• *Creating a stimulus from which to develop our whole school Inquiry vision:*
		   o *Jenni Wilson – visit term 1*
		   o *Inquiry team school visit to other schools*
		   o *Sharing knowledge from other Inquiry experts in the school*	

		• *Review current differentiated Inquiry*	

		planners.	
		• *Develop our own MPPS 'Student Attitudes to Inquiry' survey.*	Documentation of inquiry skills and assessment strategies
		• *Teachers collaboratively develop assessment strategies and moderate understanding for questioning, researching, working collaboratively.*	
		• *Embed the use of ICT into Inquiry as a resource and as a tool to support critical thinking and assessment.*	ICT for visual thinking is addressed – Staff PL in ICT for visual thinking.
	Year 2	▪ Regularly review processes and protocols to ensure leadership team operations remain focused, efficient and well-communicated.	Review and document processes and protocols
		▪ Continue to require members of the leadership team to develop action plans for their roles to complement the school's annual improvement plans.	Action plans developed yearly by members of the leadership team.
	Year 3	▪ Regularly review processes and protocols to ensure leadership team operations remain focused, efficient and well-communicated.	Review and document processes and protocols
		▪ Continue to require members of the leadership team to develop action plans for their roles to complement the school's annual improvement plans.	Action plans developed yearly by members of the leadership team.

	Year 4	• Regularly review processes and protocols to ensure leadership team operations remain focused, efficient and well-communicated.	Review and document processes and protocols
		• Continue to require members of the leadership team to develop action plans for their roles to complement the school's annual improvement plans.	Action plans developed yearly by members of the leadership team.
Extend students' ownership of, and accountability for, their own learning.	Year 1	• Provide opportunities for students to develop, reflect on and review their own learning goals in a developmental way across *levels including specialists and use technology to help communicate these with home and school.*	Further development of student portfolios and goal setting through the online format
		• Strengthen the development and use of student portfolios with the assistance of the ICT specialist.	
		• Continue to provide opportunities for students to share their learning with their parents through use of ICT and online collaboration	
		• Encourage students to track their own learning progress.	Visible learning intentions displayed in classrooms
		• *Ensure that learning intentions are made explicit to students both verbally and in writing.*	
		• Continue to make full use of student	

A whole school focus on goal setting to be used effectively to engage students in their learning, and improve student outcomes through student accountability.		and/or teacher generated rubrics and success criteria to enable students to improve their work. • Continue to encourage students through regular explicit and constructive feedback. • *Students selecting work to go into their digital portfolio that demonstrate progress towards achieving their goal.* • Continue to provide opportunities for students to share their learning with their parents. *eg 3 way interviews, online collaboration, expos where students share their learning.* • *Investigate buddy program, eg Better Buddies to extend and further develop our buddy program.* • Use student made Digital Portfolios as a means to connect parents, students and teachers to a students' learning journey. • Use online digital technologies to assist in the documentation of the process.	PL in student self-regulation and feedback Conduct 3 way PT interviews Documentation of strategies for communicating 'next step' learning goals and targets for staff and students as well as strategies for sharing these with key stakeholders working in support of the students. KidsMatter and eSmart to be fully implemented. Bounce Back to be fully implemented
	Year 2	• Use ICT as a tool to connect with families and students about student progress. • Use ICT to enhance student ownership	Broader community access to the online collaboration

		and accountability for their own learning by communicating their goals, successes online as a communication tool with parents. ▪ *Implement a 1:1 program across the school.* ▪ Use technology as a means to connect students with real life situations and experts.	
	Year 3	▪ *Students use technology to produce / publish work for a real audience e.g. blogging etc to create stronger community ties.*	Established community action projects
	Year 4		
Review, strengthen and document the school's transition processes.	Year 1	• *Develop a formal induction process for students transferring into the school post Prep.* • Continue to review and refine handover processes to ensure that the new class teacher and all specialists are fully informed about the needs and abilities of each student. • Use surveys to monitor satisfaction with: 　　o The Pre-school to Prep transition program	Documentation of student induction process Documentation of 'handover' process

		o The Bright Start Program	
		o *The preparation of Year 6 students for transition to secondary schooling*	
		o *The induction program for students transferring into the school*	
		• Continue to strengthen links with preschools in our area.	Continue local kinder transition visits
		• *Seek access to Year 7 NAPLAN outcomes for ex- students to provide additional insight into the success of the Year 5/6 program*	Year 7 NAPLAN data from local secondary schools
		• *Establish links and transition programs with Albert Park Secondary College including establishing links with their iPad program.*	Membership of ICT Network
		• Document student leadership roles across the school.	Document student leadership roles across the school.
	Year 2	• Enhance the Preschool to Prep transition program by involving student leaders in school tours and by inviting prospective parents to informal sessions ("Coffee and Chat")	Student leaders involved in school tours and by inviting prospective parents to informal sessions
		• Seek access to Year 7 NAPLAN outcomes for ex-students to provide additional insight into the success of the Year 5/ 6 program	Year 7 NAPLAN data from local secondary schools

	Year 3	• Draw together details of all transition processes and timelines in a fully documented whole-school transition program. Include timelines and roles and responsibilities. • Connect with students on leave from school via digital technologies.	A fully documented whole-school transition program. Including timelines and roles and responsibilities. Connect with students on leave from school via digital technologies.
	Year 4	▪ Use ICT as a means to keep and anaylse assessment data and track students as they move throughout the school.	Use of the online collaboration and digital portfolios