



Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Sharon Reiss-Stone 16/12/2016	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]
School council:	Airlie Anderson-Weir 19/12/2016	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]
Delegate of the		.....[name].....[date]	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]
Secretary:	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>To connect, challenge and inspire our students through their learning; developing a sense of who they are, where they fit in and how they can make a difference.</p> <p>To create a learning environment where we:</p> <ul style="list-style-type: none"> <li>• <b>Connect</b> students to their own emotions and feelings so that they can develop their resilience and empathy, exercise optimism and build effective relationships with others.</li> <li>• <b>Challenge</b> students to be critical and creative thinkers; to question, evaluate and to discover new possibilities, preparing them for a lifetime of learning in an ever changing world.</li> <li>• <b>Inspire</b> students to want to make a difference by appreciating and understanding the satisfaction that comes from being selfless.</li> </ul>	<p>We have three Behaviour Expectations:</p> <p>Be Respectful Be Responsible and Be Inclusive</p> <p>The School Wide Positive Behaviour Framework has helped us to establish a curriculum in which we explicitly teach these behaviours across different learning spaces.</p> <p>Our goal is to nurture the best in our students. We achieve this by providing a safe and stimulating learning environment, rich in values, where confidence, personal responsibility, respect and inclusiveness are fostered. This is highlighted through our three behaviour expectations – Be Responsible, Be Respectful and Be Inclusive. We recognise that all children grow at their own rate and in their own way. In the partnership between home and school, the common aim is to help each child grow into a well-rounded individual - physically, academically, socially, emotionally and ethically.</p> <p>Our School has a commitment to zero tolerance of child abuse. Our school is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.</p>	<p><b>Context:</b></p> <ul style="list-style-type: none"> <li>• MWHPS is situated in the south-eastern suburbs of Melbourne within the municipal boundaries of the City of Monash, 20 kilometres from the central business district (CBD)</li> <li>• MWHPS is in the mid to high socio-economic range with a diverse student population, which is enriched culturally and linguistically.</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• To develop and implement a whole school instructional model.</li> <li>• To achieve greater correlation between teacher judgement and diagnostic assessments – NAPLAN, Victorian Curriculum, etc.</li> <li>• To address the learning needs of a diverse student population</li> <li>• To increase student enrolment at the school</li> </ul>	<p><b>Intent:</b></p> <p>To employ whole school practices, which build teacher capacity in pedagogy and deep content knowledge literacy/Numeracy</p> <p>To improve student learning through the use of critical and creative thinking strategies</p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Collective teacher efficacy beliefs contribute significantly to the school’s level of academic success.</li> <li>• Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning.</li> <li>• Critical and creative thinking skills are recognised as one of the most important skills to teach students in order to prepare them for an ever changing world.</li> </ul> <p><b>Focus:</b> Excellence in Teaching and Learning</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																							
<p><b>Achievement:</b> To enhance the relative growth of student outcomes in English and Maths for students across the school.</p>	<p><i>Excellence in teaching and learning</i>  <b>Evidence based high impact strategies</b>  <b>Curriculum planning and assessment</b></p>	<ol style="list-style-type: none"> <li>Develop a whole school approach to the teaching of Mathematics at all year levels, within the structure of the whole school instructional model.</li> <li>Develop a whole school approach to the teaching of Writing at all year levels, within the structure of the whole school instructional model.</li> <li>Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum.</li> </ol>	<p>With appropriate professional learning and a collaborative approach, teachers will develop a consistent and evidenced pedagogical approach to teaching and learning in mathematics and in writing, which fits within the whole school instructional model, to improve student outcomes. Teacher planning documents will reflect a consistent pedagogical approach in Mathematics and Writing across the school.</p> <ul style="list-style-type: none"> <li>Increase the percentage of students with As and B's in literacy and numeracy measures of the Victorian Curriculum</li> </ul> <table border="1" data-bbox="2110 600 2867 905"> <thead> <tr> <th colspan="4">VICTORIAN CURRICULUM DATA</th> </tr> <tr> <th></th> <th>Reading and Viewing</th> <th>Writing</th> <th>Number and Algebra</th> </tr> </thead> <tbody> <tr> <td>2013-15 Average BM*</td> <td>38%</td> <td>28%</td> <td>17%</td> </tr> <tr> <td><b>Target</b></td> <td><b>≥45%</b></td> <td><b>≥40%</b></td> <td><b>≥25%</b></td> </tr> </tbody> </table> <p>*BM = Benchmark</p> <ul style="list-style-type: none"> <li>Increase the percentage of students in the top two bands of NAPLAN in reading, writing and numeracy at Years 3 and 5</li> </ul> <table border="1" data-bbox="2110 1073 2867 1367"> <thead> <tr> <th colspan="4">NAPLAN – Top two bands</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>2013-15 Average BM*</td> <td>40%</td> <td>45%</td> <td>19%</td> </tr> <tr> <td><b>Year 3 Target</b></td> <td><b>≥50%</b></td> <td><b>≥50%</b></td> <td><b>≥25%</b></td> </tr> <tr> <td>2013-15 Average BM</td> <td>33%</td> <td>13%</td> <td>14%</td> </tr> <tr> <td><b>Year 5 Target</b></td> <td><b>≥45%</b></td> <td><b>≥25%</b></td> <td><b>≥25%</b></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Student Attitude Survey results to show an improvement, as follows:</li> </ul> <table border="1" data-bbox="2095 1503 2881 1890"> <thead> <tr> <th colspan="3">ATTITUDES TO SCHOOL SURVEY – Teaching &amp; Learning</th> </tr> <tr> <th></th> <th>2015</th> <th>Minimum mean by 2020</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>4.02</td> <td rowspan="4">To be at or above 4.40</td> </tr> <tr> <td>Stimulating Learning</td> <td>3.91</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>4.32</td> </tr> <tr> <td>Teacher Empathy</td> <td>4.24</td> </tr> </tbody> </table>	VICTORIAN CURRICULUM DATA					Reading and Viewing	Writing	Number and Algebra	2013-15 Average BM*	38%	28%	17%	<b>Target</b>	<b>≥45%</b>	<b>≥40%</b>	<b>≥25%</b>	NAPLAN – Top two bands					Reading	Writing	Numeracy	2013-15 Average BM*	40%	45%	19%	<b>Year 3 Target</b>	<b>≥50%</b>	<b>≥50%</b>	<b>≥25%</b>	2013-15 Average BM	33%	13%	14%	<b>Year 5 Target</b>	<b>≥45%</b>	<b>≥25%</b>	<b>≥25%</b>	ATTITUDES TO SCHOOL SURVEY – Teaching & Learning				2015	Minimum mean by 2020	Learning Confidence	4.02	To be at or above 4.40	Stimulating Learning	3.91	Teacher Effectiveness	4.32	Teacher Empathy	4.24
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<p><b>Engagement:</b> To provide a safe, secure and stimulating learning environment which maximises social and emotional development and encourages students to be well connected, creative and critical thinkers.</p>	<p><i>Positive Climate for Learning</i> <b>Health and Wellbeing</b> <b>Intellectual engagement and self-awareness</b></p>	<ol style="list-style-type: none"> <li>Embed the school's Positive Behaviours Program across all year levels with a focus on perseverance and social and emotional intelligence.</li> <li>Develop a sequential and structural approach to inquiry-based learning with an emphasis on problem solving and global/social responsibility.</li> </ol>	<p>Collectively build upon the School Wide Positive Behaviour Program (SWPB) to incorporate Social and Emotional Learning (SEL) strategies through the wellbeing scope and sequence. A well-defined approach to Tier 2 behaviours will be evident.</p> <p>Critical and creative thinking strategies and challengers incorporated into inquiry unit templates. Student voice regarding future learning - the 'So what?' 'Now what?' integrated into units, empowering students to make a difference by taking action.</p> <ul style="list-style-type: none"> <li>Attitudes to School Survey Results to show improvement, as follows:</li> </ul> <table border="1"> <thead> <tr> <th colspan="3">ATTITUDES TO SCHOOL SURVEY - Wellbeing</th> </tr> <tr> <th></th> <th>2015</th> <th>Minimum mean score by 2020</th> </tr> </thead> <tbody> <tr> <td>Connectedness to Peers</td> <td>4.07</td> <td rowspan="3">Mean score to be at or above 4.50</td> </tr> <tr> <td>Student Safety</td> <td>4.40</td> </tr> <tr> <td>School Connectedness</td> <td>4.14</td> </tr> <tr> <td>Student Distress</td> <td>5.54</td> <td rowspan="2">Mean score to be at or above 5.80</td> </tr> <tr> <td>Student Morale</td> <td>5.30</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Parent Opinion survey results to show an improvement as follows:</li> </ul>	ATTITUDES TO SCHOOL SURVEY - Wellbeing				2015	Minimum mean score by 2020	Connectedness to Peers	4.07	Mean score to be at or above 4.50	Student Safety	4.40	School Connectedness	4.14	Student Distress	5.54	Mean score to be at or above 5.80	Student Morale	5.30			
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<p><b>Leadership:</b> To maximise school leadership and staff capacity in order to enhance the school’s high performance culture and build a stronger learning community.</p>	<p><i>Professional Leadership</i> <b>Building leadership teams</b></p>	<ol style="list-style-type: none"> <li>To develop and implement a whole school professional learning program based on the new school Strategic Plan goals and targets.</li> <li>To provide ongoing leadership development to the school leadership team in order to empower them to meet their full potential.</li> </ol>	<ul style="list-style-type: none"> <li>School Staff survey results to show an improvement, as follows:</li> </ul> <table border="1"> <thead> <tr> <th colspan="3"><b>SCHOOL STAFF SURVEY</b></th> </tr> <tr> <th></th> <th>2015</th> <th>Minimum Mean Factor Score by 2020</th> </tr> </thead> <tbody> <tr> <td>Instructional Leadership</td> <td>71</td> <td rowspan="3">≥85</td> </tr> <tr> <td>Buffering Satisfaction</td> <td>73</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>79</td> </tr> </tbody> </table>	<b>SCHOOL STAFF SURVEY</b>				2015	Minimum Mean Factor Score by 2020	Instructional Leadership	71	≥85	Buffering Satisfaction	73	Staff trust in colleagues	79
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