

# School Strategic Plan 2021-2025

Redesdale Mia Mia Primary School (2571)



Submitted for review by Andrew King (School Principal) on 15 September, 2021 at 12:45 PM

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# School Strategic Plan - 2021-2025

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<b>School vision</b>	The community of Redesdale-Mia Mia Primary School considers itself a family that fosters wellbeing and embraces diversity. We strive to develop independent leaders who are globally capable.
<b>School values</b>	<p>We create learning opportunities that build:</p> <ul style="list-style-type: none"> <li>• Resilience through risk taking and a love of learning, initiative and freedom with optimism.</li> <li>• Respect, truthfulness and trust of others</li> <li>• Relationships through teamwork and friendship.</li> </ul>
<b>Context challenges</b>	<p>Redesdale Mia Mia Primary School is located in Redesdale, 45 kilometres south of Bendigo and 30 kilometres north of Kyneton. The school is nestled in the Redesdale township and is near the Campaspe River. The school itself has 3 main classrooms, one for the P-2 students, one for 3-6s and the third used as the specialist room, where Indonesian, Art and Music take place. The school embraces the outdoors to learn, utilizing the beautiful outdoor areas to enhance student learning. The school has a gardening/STEM program, storage sheds, a chicken coop and a variety of outdoor learning areas.</p> <p>Key challenges identified through the review process was a comprehensive data analysis due to the lack of student enrolments and small numbers in year levels completing NAPLAN assessments. This challenge also impacts the school's ATOSS data as well as parent opinion survey data. Furthermore, it has been identified that student achievement data based on teacher judgement and NAPLAN data were lower than similar schools. A school based survey reflected a lack of self confidence in students.</p>
<b>Intent, rationale and focus</b>	<p>The intent of our school is to maintain happy and engaged students who are invested in their learning, having voice and providing feedback about their education. We also aim to strengthen the parent, school and wider community relationships to enhance student engagement and learning opportunities. Finally, our intent is to enhance staff capability by continuing to invest our energies and efforts in developing the capacities of all stakeholders and ensuring that we are actively engaging in a process of continuous improvement.</p> <p>Improve literacy and numeracy outcomes for all students</p> <p>After the recent school self-evaluation and review process, it was identified that the consistency and evidence of the implementation of the school's instructional model was successful. Success criteria are displayed in planning and in the classroom as 'I Can' statements and enhanced through a data wall where students were able to have visible evidence of learning. Professional learning was also undertaken with the Education Improvement Leader which helped to develop the capacity to plan, implement and evaluate</p>

	<p>the curriculum. Collection and analysis of multiple sources of data, and differentiation according to student need, was evident in planning documentation. Improved student academic achievement and learning growth will be achieved through staff engaging in ongoing professional learning, robust data analysis to inform teaching practice, and provision of differentiated learning programs. Furthermore, this will be enhanced by the implementation of a PLC culture of inquiry and collaboration both within and beyond the school. Moving forward, staff will continue to focus on embedding the Instructional Model, with an emphasis of focusing on the HITS which will enhance teacher capability to differentiate curriculum planning and learning. Enhanced curriculum planning and assessment practices will allow stronger differentiation of learning and learning goals for the students.</p> <p>Improve the social and emotional well-being of every student Previously, both students and parents have demonstrated 100% positive endorsement in most of the factors in the Parent Opinion Survey and Attitudes to School Survey. In 2020, the school implemented the School Wide Positive Behaviour Strategies and developed the PBS Matrix which was displayed in all classrooms along with changes which provided a common language and expectations for the school community.</p> <p>This has also been enhanced by the implementation of the Smiling Minds Mindfulness program in 2021. These initiatives aim to improve the social and emotional well-being of every student. Survey data and feedback from students and families demonstrated that being involved with these initiatives have enhanced social understandings, ensuring students felt safe, included and respected at school.</p>
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<b>Goal 1</b>	Improve literacy and numeracy outcomes for all students.
<b>Target 1.1</b>	<p>NAPLAN</p> <p>By 2025, 90 per cent students in Year 5 will achieve At or Above benchmark growth in NAPLAN Reading, Writing and Numeracy averaged across the final three years of the strategic plan.</p>
<b>Target 1.2</b>	<p>Teacher judgement</p> <p>By 2025, averaged across Prep to Year 6, 80 per cent of students will demonstrate 12 months or more learning growth using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced and/or standards-based data for:</p> <ul style="list-style-type: none"><li>• Reading and Viewing (from 33.3% in 2020)</li><li>• Writing (from 44.4% in 2020)</li><li>• Number and Algebra (from 55.5% in 2020)</li></ul> <p>By 2025, averaged across Prep to Year 6, 60 per cent of students will be At or Above age expected standards for both English (51.33 per cent in 2020) and Mathematics (46.2 per cent in 2020)</p>
<b>Target 1.3</b>	<p>School staff opinion (SSS)</p> <p>By 2025, the percent positive endorsement on the SSS will be 70 per cent for:</p>

	<ul style="list-style-type: none"> <li>• Academic emphasis (from 25% in 2020)</li> <li>• Understand curriculum (from 50% in 2020)</li> <li>• Knowledge of HITS (from 50% in 2020)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	Develop teachers and leaders' capacity to monitor and evaluate the impact of teaching on student learning outcomes through the PLC culture of collaboration within and beyond the school.
<b>Goal 2</b>	Improve the social and emotional wellbeing of every student.
<b>Target 2.1</b>	<p>Attendance</p> <p>By 2025, across Prep to Year 6, 92 per cent of students will have less than 20 days of absence, averaged across the final three years of the strategic plan (from 77 per cent in 2020 with three year average of 81 per cent from 2018–20).</p>
<b>Target 2.2</b>	<p>AToSS</p> <p>By 2025, positive endorsement on the AToSS will be maintained for:</p> <ul style="list-style-type: none"> <li>• Student voice and agency (from 92% in 2019)</li> <li>• Sense of confidence (from 92% in 2019)</li> </ul>

<b>Target 2.3</b>	<p>School–developed survey</p> <p>By 2025, the data will improve by 10 per cent on baseline data to be determined in 2022 for:</p> <ul style="list-style-type: none"> <li>• Emotional intelligence</li> <li>• Self–confidence</li> </ul>
<b>Target 2.4</b>	<p>POS</p> <p>By 2025, the percent positive endorsement on the POS will be:</p> <ul style="list-style-type: none"> <li>• Student connectedness—95% or above (from 92% in 2020)</li> <li>• Confidence and resiliency skills—90% or above (from 88% in 2020)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Parents and carers as partners	<p>Strengthen initiatives that promote school community partnerships in learning and wellbeing programs.</p>
<b>Key Improvement Strategy 2.b</b> Setting expectations and promoting inclusion	<p>Develop and embed programs that promote a culture of learning, inclusion, and connectedness.</p>