School Strategic Plan 2023-2027

Mount Egerton Primary School (1918)

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School vision	Mount Egerton Primary Schools sees its core purpose as providing a friendly and caring learning environment that encourages students to work towards achieving their personal best in an atmosphere of mutual respect and cooperation while becoming valued members of the community.
School values	Kindness: being friendly, generous and considerate. Wisdom: having experience, knowledge and good judgement. Integrity: being honest and having strong moral principles. courage: the ability to accept challenges; showing bravery.
Context challenges	Mount Egerton Primary School is located in a small rural township south east of Ballarat and has a long and proud history of serving its community since 1856, with its current school building being built in 1882. During 2010-2011 new facilities were built to house the school's library, staffroom and office spaces. The school site also includes a native bush reserve, along with an oval, basketball court and playground equipment. Mount Egerton Primary has an enrolment of 15 students. Staff cater for each student's individual growth in a nurturing and stimulating environment by creating a personalised learning program and learning goals through Individual learning Plans for each student. Teachers provide challenging and enjoyable learning experiences aimed at promoting the individual's intellectual, physical, social and emotional development, with a particular focus on literacy and numeracy skills. Our school offers a junior and a senior classroom for literacy, maths, Respectful Relationships and Auslan; with all other subjects having students in one group. The school's technology has been updated over the years which consists of a 1:1 laptop program and a small bank of iPads. The school also has a strong focus on the mental health and wellbeing of students, having had staff participate in the Berry St Education Model training and providing lessons through Respectful Relationships. Staff planning is based on our instructional model, which include learning intentions, success criteria and learning goals. Our school offers a breakfast club three times a week to encourage attendance. The school currently has five staff members comprising of one full time teaching principal, 2.0 teachers, 1.2 education support staff and 0.2 business manager. The staffing profile is adjusted annually and is determined by enrolments. Our school has a clear expectation and understanding that parents and teachers are seen as partners in promoting student learning and work together to create a positive school atmosphere. Parents are involved in a number of school activities including open nights, working bees and special events throughout the year. Our bi-weekly newsletter has a teaching and learning section to highlight what students are focusing on in class. Our school council is currently comprised of a majority of our families and there is an enthusiastic commitment by school council to see Mount Egerton Primary School thrive. Mount Egerton Primary School works with a number of other schools in the area. We eagerly participate in network based athletics and cross country through the Wathaurung Sports group. We also participate in swimming programs, professional development opportunities, staff and student leadership, camps, excursions and incursions and secondary transition programs with other small schools and within our network. The school hosts a Mount Egerton nature based playgroup and a story time playgroup. There has been a number of leadership and teacher changes over the past few years. This has created some instability in the programs and assessments implemented across the school. The small amount of students at the school makes it difficult to unpack NAPLAN data at a cohort level, and some panorama reports can have little information.
Intent, rationale and focus	Mount Egerton Primary School is striving to improve student outcomes and support their wellbeing needs while ensuring they have voice and agency. The School Review Panel recommended the following key actions for this Strategic Plan: - To embed professional learning communities (PLCs) and collaborative approaches to our practices - To embed inclusion, wellbeing and engagement practices while developing student voice and agency We will be prioritising: - Inclusion of weekly PLCs - The refinement of documentation of the curriculum in moving to Victorian Curriculum 2.0 - The review and refinement of our instructional model - Consistent implementation of the Berry Street Educational model - Continued use of mental health fund and other initiatives to support our student wellbeing needs - Develop school wide practices for developing student voice and agency

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Goal 1	Maximise the learning growth of every student in literacy and numeracy
Target 1.1	By 2027, the average percentage of Year 3 students assessed as strong or exceeding in NAPLAN will be greater than the 2023 similar schools percentage: • Reading at or above 70% (average over 2023-27 SSP) • Writing at or above 73% (average over 2023-27 SSP) • Numeracy at or above 70% (average over 2023-27 SSP) *The panel agreed that due to the small numbers at each level it was prudent to use the average.
Target 1.2	By 2027, the average percentage of Year 5 students assessed as strong or exceeding in NAPLAN will be greater than the 2023 similar schools percentage: • Reading at or above 75% (average over 2023-27 SSP) • Writing at or above 65% (average over 2023-27 SSP) • Numeracy at or above 70% (average over 2023-27 SSP) *The panel agreed that due to the small numbers at each level it was prudent to use the average.
Target 1.3	By 2027, the percentage of F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as being at or above age expected levels will in: • Reading increase from 75% in 2022 to 83% • Writing increase from 63% in 2022 to 70% • Number and Algebra increase from 69% in 2022 to 75%.
Target 1.4	By 2027, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase: • In the effective teaching practice for cognitive engagement domain - overall from 57% in 2022 to 70% And the factor • Stimulated learning from 80% in 2022 to 84%
Target 1.5	By 2026, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measure in student cognitive engagement module: • Stimulating learning environment to be maintained at 90% or above
Key Improvement Strategy 1.ay	Develop and embed a culture of professional learning communities

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.ay Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.ay Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.by The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional practices.
Key Improvement Strategy 1.by Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.by Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Empower students in their wellbeing
Target 2.1	By 2027, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase: In the Learner Characteristics and Disposition domain • Sense of confidence from 67% in 2022 to 80% In the Social Engagement domain • Sense of connectedness from 47% in 2022 to 80%.
Target 2.2	By 2027 the percentage of students (P-6) with 20 or more days absent will decrease from 31% in 2022 to 26%.
Key Improvement Strategy 2.ay Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to inclusion, wellbeing and engagement. (explore further examples of student agency in learning)
Key Improvement Strategy 2.ay	

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.by Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to provide tiered responses to student wellbeing needs.
Key Improvement Strategy 2.by Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.by Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	