School Strategic Plan 2024-2028

Maramba Primary School (5293)

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Intent, rationale and focus	Teaching and Learning Intent: Improve student learning growth and attainment, particularly in literacy and numeracy. 1a. Build staff knowledge in curriculum across all key learning areas 1b. Further implement the curriculum continuum through developing sequences of learning 1c. Build teacher practices through professional learning that systematically enhances our responsive teaching practice 1d. Further build instructional leadership, structures and culture of impact evaluation to drive whole school consistency and improvement. Teaching and Learning Rationale: Analysis of the school's NAPLAN, school-based assessment and teacher judgments identified that some students were achieving at and above age expected levels, some were making at and above expected learning gains, and others were making less than expected learning growth. The panel noted that the above expected learning growth and attainment measured in standardised testing was less visible in the teacher judgment data sets. The panel agreed that the school had a whole-school instructional model and agreed on frameworks for specific domains. The school's emerging approach to using student achievement data to assess and meet student individual needs. The panel found that student learning outcomes would be further strengthened by focusing on developing and enacting common, rigorous and effective teaching and learning strategies. Through embedding and enhancing the school's agreed on instructional approaches and a whole-school approach that scaffolds learning for students. The panel recommended enhancing shared instructional leadership to strengthen consistency. Wellbeing Intent: Improve student wellbeing and inclusive practices across the school. 2a. Develop and implement a consistent wellbeing curriculum that supports student to develop personal and social capabilities. 2b. Develop and implement a consistent multi-tiered approach to student wellbeing and learning. Wellbeing Rationale: The Maramba Primary School wellbeing, engagement, inclusion, teaching and learning processes and practices were analysed via fieldwork. The panel observed that calm and orderly learning environments were evident. The panel concluded that a tiered approach to enhancing student capabilities necessary for them to thrive, contribute and respond positively to life's challenges and opportunities, was a focus for future directions. The panel found that the school had begun to develop targeted and strategic approaches that were in line with the priority of the Disability and Inclusion Profile. The panel observed these approaches evolved. The review panel identified

	a focus on developing and embedding inclusive classroom practices as a priority area for the school.

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Goal 1	Improve student learning growth and attainment, particularly in literacy and numeracy.
Target 1.1	By 2028, the percentage of students achieving in the Strong and Exceeding Proficiency will increase as per the following: Year 3 - Reading from 70% (2024) to 75% - Writing from 88% (2024) to 91% - Numeracy from 58% (2024) to 65% . Year 5 - Reading from 54% (2024) to 65% - Writing from 62% (2024) to 70% - Numeracy from 59% (2024) to 65% .
Target 1.2	By 2028, the percentage of students demonstrating at or above expected growth against the Victorian Curriculum, as measured by teacher judgments (Semester 2 to Semester 2) will increase as per the following: Year 1-6 - Reading and viewing for above expected growth from 24% (2023) to 35% - Writing for above expected growth from 13% (2023) to 25% - Improve the proportion of students achieving above the expected level in the Victorian Curriculum Mathematics 2.0

Target 1.3	By 2028, the positive percentage endorsement rate will be improved in the School Staff Survey, as per the following: • Academic emphasis to improve from 46% (2024) to 70% • Instructional leadership to improve from 61% (2024) to 75% • Guaranteed and viable curriculum to improve from 60% (2024) to 70% • Understand how to analyse data to improve from 25% (2024) to 50%
Target 1.4	By 2028, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. • Stimulating learning from 59% (2024) to 80% • Differentiated learning challenge from 78% (2024) to 85% • Student Voice and Agency from 54% (2024) to 70%
Target 1.5	By 2028, the percentage of students with 'equity funding' in the strong and exceeding proficiency levels will increase. Year 3 • Reading from 50% (2024) to 65% • Numeracy from 29% (2024) to 50%. Year 5 • Reading from 25% (2024) to 50% • Writing from 42% (2024) to 65% • Numeracy from 33% (2024) to 50%.

Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff knowledge of the curriculum across all key learning areas.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further implement the curriculum continuum through the consistent use of scope and sequences.
Key Improvement Strategy 1.b 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.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Engage in professional learning that systematically enhances responsive teaching practices.

Key Improvement Strategy 1.c 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.d 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 embed instructional leadership, structures and a culture of impact evaluation to drive whole school consistency and improvement.
Goal 2	Improve student wellbeing.
Target 2.1	By 2028, the percentage of Foundation - Year 6 students with 20 or more days absent will decrease from 35% (2023) to 27%.
Target 2.2	By 2028, the positive percentage endorsement rate to the following Student Attitudes to School Survey factors will increase: • School connectedness from 59% (2024) to 75% • Effective classroom behaviour from 69% (2024) to 75% • Respect for diversity from 68% (2024) to 80% • Emotional awareness and regulation from 65% (2024) to 73%

Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement a consistent wellbeing curriculum that supports student to develop personal and social capabilities.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement a consistent multi-tiered approach to student wellbeing and learning.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	