

School Strategic Plan 2023-2027

Moriac Primary School (4117)



Submitted for review by Melissa Maccora (School Principal) on 19 January, 2024 at 01:40 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 22 January, 2024 at 10:46 AM
Awaiting endorsement by School Council President

School Strategic Plan - 2023-2027

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School vision	<p>OUR VISION</p> <p>We aim to implement a rigorous curriculum that ensures our students are highly literate and numerate. We aim to develop critical thinkers and problem solvers; who are curious, resilient and take risks, as well as develop a lifelong love of learning.</p> <p>We strive to ensure that our students develop a positive sense of self-worth, confidence and wellbeing, through a focus on teaching them the values of resilience, respect, empathy, integrity and responsibility.</p> <p>We want our students to be active in their community and are inclusive of others. We aim to support our students to understand, value and care for the environment and society we live in, and embrace the cultural diversity that makes up Australia.</p>
School values	<p>OUR VALUES</p> <p>At Moriac Primary School we value a collaborative learning approach that places the child at the centre of learning and teaching. In order for our students to become engaged citizens who can strengthen the wellbeing of their society, we place the utmost importance on the cognitive, physical, creative, social and emotional development of all members of the school.</p> <p>We endeavour for our students to be EXCEPTIONAL, RESPONSIBLE and RESPECTFUL.</p> <p>EXCEPTIONAL by putting their personal best effort into their learning.</p> <p>RESPONSIBLE for their own learning, actions and behaviours.</p> <p>RESPECTFUL of themselves and others.</p>
Context challenges	<p>Moriac Primary School has an enrolment of approximately 220 children within four collaborative learning communities. We have a strong sense of community and the school is firmly entrenched within the Moriac township. The school enrolment numbers have steadily increased over the last few years with a housing estate opening nearby and will continue to grow slightly over the coming years. The school will therefore need to ensure that its Human Resources are supported to improve student outcomes as these numbers rise.</p> <p>The school review panel recommends focus on the following areas in the next School Strategic Plan:</p> <ul style="list-style-type: none">• a whole school instructional model• high impact strategies in wellbeing and teaching• a guaranteed and viable curriculum

	<ul style="list-style-type: none"> • consistency and collaboration in planning • data literacy and formative assessment practices • a culture of trust and high expectations for all • multi-tiered support systems for students • student agency in learning and wellbeing
<p>Intent, rationale and focus</p>	<p>The intent of this plan is to ensure that Moriac Primary School has the processes and structures in place to ensure consistency of practice, a collaborative approach to planning learning programs and improved student agency in learning and wellbeing in order to continue to improve student learning outcomes. A focus on optimising the learning growth for every student is a priority of this strategic plan. This will enable staff to support students at their point of need to ensure that students are able to achieve success and improve their learning outcomes.</p> <p>This is important as a collaborative approach to developing quality learning programs alongside a consistent delivery of teaching will ensure all students within the school setting receive a quality program for their learning. With an increase in student voice and agency across the school, both in the learning and wellbeing areas, student connectedness to their learning will improve and carry with it an intrinsic motivation to strive for continual improvement.</p> <p>The priorities for this strategic plan are as follows:</p> <p>2024</p> <ul style="list-style-type: none"> - Embed the pre-conditions for academic success across the school - PLC, Collaborative Planning, consistency across classrooms. - Develop an agreed approach the effective teaching of writing across Prep -Year 6 - Develop an agreed approach the effective teaching of numeracy across Prep -Year 6 - Develop an agreed approach to student voice, agency and leadership to enhance student learning experiences and foster authentic student leadership. - Implement whole school evidence-based approaches to wellbeing to support student engagement - HIWs, HITs, Berry Street, Zones of Regulation, SWPBS, RRRR <p>2025</p> <ul style="list-style-type: none"> - Implement and monitor an agreed approach the effective teaching of writing across Prep -Year 6 - Implement and monitor an agreed approach the effective teaching of numeracy across Prep -Year 6 - Build teacher capacity to utilise data and a range of assessment strategies to teach to a student’s point of learning need - Build teacher capacity to empower students to take responsibility for their own learning growth - Build teacher capacity to utilise evidence based wellbeing programs to support wellbeing outcomes for all students <p>2026</p> <ul style="list-style-type: none"> - Strengthen instructional practices to support differentiation, with a focus on extension. - Strengthen instructional practices to ensure reasonable adjustments are implemented in learning programs to enable all students to access the curriculum

- Build teacher capacity to ensure task design includes a high level of challenge for students
- Develop an agreed to approach to a whole school instructional model that can be applied across key learning areas- utilising HITs and HIWs

2027

- Embed a consistent instructional teaching and learning model across the school
- Empower students to actively contribute to the design and implementation of school programs and learning opportunities.
- Document an agreed to approach for the effective teaching of writing and numeracy across the school
- Document a whole school agreed approach to wellbeing practices across the school

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Goal 1	Improve student wellbeing and engagement outcomes
Target 1.1	<p>By 2027, increase the Year 4-6 student percentage of positive responses on the Attitudes to School Survey for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 61% (2023) to 65% • Connectedness from 77% (2023) to 81% • Perseverance from 62% (2023) to 75% • Motivation and interest from 70% (2023) to 77%
Target 1.2	<p>By 2027, increase the overall percentage of positive responses on the School Staff Survey for the following modules:</p> <ul style="list-style-type: none"> • School climate module from 68% (2023) to 78% • Staff wellbeing and safety module from 53% (2023) to 70%
Target 1.3	By 2027, reduce the number of students with more than 20+ days of absence in Prep - 6 from 32% (2023) to 20% or less
Key Improvement Strategy 1.a Responsive, tiered and contextualised approaches and strong relationships to	Enhance the existing wellbeing and student engagement practices.

<p>support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.b 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</p>	<p>Further develop the consistency of inclusive practices within a school wide approach.</p>
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	

<p>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</p>	<p>Develop a documented whole school approach to student wellbeing and engagement.</p>
<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Goal 2</p>	<p>Review panel observations and focus group discussions during the review found that the school had begun implementation of whole school evidence-based approaches in all curriculum areas and that consistency was developing but not yet embedded. There had been several initiatives introduced, and the panel agreed that a continuing focus on optimising the learning growth for every student be a priority in the next school strategic plan.</p>
<p>Target 2.1</p>	<p>By 2027, increase the percentage of students making at least one year's growth in English and Mathematics from 81% to 90% (2023), according to teacher judgement against the Victorian curriculum.</p>
<p>Target 2.2</p>	<p>By 2027 increase or decrease the percentage of students in the following NAPLAN proficiencies:</p> <ul style="list-style-type: none"> • Year 3 Numeracy exceeding proficiency - increase from 16% (2023) to 22% or above

	<ul style="list-style-type: none"> • Year 3 Reading developing and needing additional assistance proficiency - decrease from 34% (2023) to 28% or less • Year 3 Writing exceeding proficiency - increase from 16% (2023) to 26% or above. • Year 5 Numeracy strong and exceeding proficiency - increase from 52% (2023) to 68% or above • Year 5 Reading strong and exceeding proficiency - increase from 75% (2023) to 81% or above • Year 5 Writing exceeding proficiency - increase from 4% (2023) to 16% or above.
Target 2.3	<p>By 2027, increase the percentage of positive responses on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Understand the curriculum from 44% (2023) to 60% • Understand how to analyse data from 44% (2023) to 60% • Monitor effectiveness using data from 22% (2023) to 70%.
Key Improvement Strategy 2.a 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	Develop a common approach to curriculum planning and documentation across the school.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b	Strengthen teacher capability analyse student data to inform planning for differentiated learning.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs

Key Improvement Strategy 2.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 2.b

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