

School Strategic Plan 2019-2023

Moriac Primary School (4117)



Submitted for review by Mark Zahra (School Principal) on 22 November, 2019 at 11:54 AM

Endorsed by Brendan Bush (Senior Education Improvement Leader) on 06 December, 2019 at 08:14 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2019-2023

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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 kind-hearted and creative, and have a lifetime 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 citizens who are globally aware. Who 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. EXCEPTIONAL by putting their personal best effort into their learning RESPONSIBLE for their own learning, actions and behaviours. and RESPECTFUL of themselves and others.</p>
Context challenges	<p>Moriac Primary School has an enrolment of approximately 200 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 has just undergone a redevelopment project and will need to further resource the classrooms and grounds during the next review. The school will also need to ensure that its Human Resources are supported to improve student outcomes.</p> <p>The School Review Panel recommends the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none">• Literacy with a focus on writing• Student agency• Teacher pedagogical practice• Instructional leadership

	<ul style="list-style-type: none"> Professional Learning Communities
<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 across the school to improve student outcomes.</p> <p>This will enable staff to support students at their point of need to ensure that students have at least if not more than a years growth each year. The expectation is that the Practice Principles are embedded across the school, these principles articulate how teachers can deliver the curriculum and engage students. They are designed to link directly to a school’s documented teaching and learning program, which outlines what is to be taught, and the approach to assessment, which helps teachers determine student learning needs and how students can demonstrate their levels of understanding.</p> <p>The priorities for this strategic plan are as follows:</p> <p>2020</p> <ul style="list-style-type: none"> - Embed the pre-conditions for academic success across the school - Curriculum, PLC, SWPB, RTI, Planning, PL Strategy (major goal) - Develop an agreed approach the effective teaching of writing across Prep -Year 6 (Minor) - Develop an agreed College approach to student voice, agency and leadership to enhance student learning experiences and foster authentic student leadership. (Minor) <p>2021</p> <ul style="list-style-type: none"> - Implement and monitor an agreed approach the effective teaching of writing across Prep -Year 6 (Major) - Build teacher capacity to utilise data and a range of assessment strategies to teach to a student’s point of learning need (minor) - Build teacher capacity to empower students to take responsibility for their own learning growth (minor) <p>2022</p> <ul style="list-style-type: none"> - Strengthen instructional practices to support differentiation, with a focus on extension. (Major) - Develop an agreed approach the effective teaching of numeracy across Prep -Year 6 (Minor) - Strengthen student connectedness to the school and broader community. (minor) <p>2023</p> <ul style="list-style-type: none"> - Implement and monitor an agreed approach the effective teaching of numeracy across Prep -Year 6 (Major) - Empower students to actively contribute to the design and implementation of school programs and learning opportunities. (minor) - Strengthen the partnership between staff, students and parents to create a shared responsibility for student learning (minor)

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Goal 1	To develop independent learners who achieve their maximum learning outcomes in literacy and numeracy											
Target 1.1	<p>By 2023, increase the percentage of students meeting or above benchmark growth in NAPLAN in:</p> <ul style="list-style-type: none"> • Writing from 54.2% (2019) to 75% • Spelling from 62.5% (2019) to 80% • Grammar and Punctuation from 54.2% (2019) to 75% 											
Target 1.2	<p>Maintain 75 per cent of students in the top two bands in Reading and Numeracy between Year 3 and Year 5:</p> <table border="1" data-bbox="667 839 1256 1131"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th colspan="2">Top Two Bands</th> </tr> <tr> <th>2019</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>51%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>27%</td> </tr> </tbody> </table>	NAPLAN	Top Two Bands		2019	2021	Reading	51%	38%	Numeracy	35%	27%
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Target 1.3	<p>By 2023 increase the percentage of students making 12 months or more growth in teacher judgement. The school in conjunction with the Senior Education Improvement Leader (SEIL) will set these targets.</p> <table border="1" data-bbox="667 1262 1417 1355"> <thead> <tr> <th>Students at or above standard as measured by Vic</th> <th>2019</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Students at or above standard as measured by Vic	2019	2023								
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Target 1.4	<p>Increase the percentage of positive responses on the following factors on the SSS:</p> <ul style="list-style-type: none"> • Use of Pedagogical Model from 75% (2019) to at or above 85% • Understand Curriculum from 73% (2019) to at or above 90% • Professional learning targeted to improve Literacy and Numeracy from 73% (2019) to at or above 85% • Instructional Leadership from 73% (2019) to at or above 80% 								
Target 1.5	Increase the percentage of positive responses on the AToSS: Stimulated learning factor from 76% (2019) to at or above 85%								
Key Improvement Strategy 1.a Building practice excellence	Embed the pre-conditions for academic success across the school Curriculum, PLC, SWPB, RTI, Planning, PL Strategy								
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop an agreed approach the effective teaching of writing across Prep -Year 6								
Key Improvement Strategy 1.c Curriculum planning and assessment	Implement and monitor an agreed approach the effective teaching of writing across Prep -Year 6								
Key Improvement Strategy 1.d Building practice excellence	Build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning need								

Key Improvement Strategy 1.e Curriculum planning and assessment	Develop an agreed approach the effective teaching of numeracy across Prep -Year 6
Goal 2	To develop students who feel empowered to achieve and influence their own learning
Target 2.1	By 2023 there will be an increase in positive responses on the POS: teacher communication factor from 72% (2019) to at or above 85%
Target 2.2	By 2023 there will be an increase in positive responses on the AToSS for the factors: <ul style="list-style-type: none"> • Student agency from 71% (2019) to to at or above 85% • Differentiated learning challenge from 85% (2019) to at or above 90% • Self–regulation and goal setting from 87% (2019) to at or above 90%
Target 2.3	By 2023 there will be an increase in positive responses on the SSS for the factors: <ul style="list-style-type: none"> • Promote student ownership of learning goals from 58% (2019) to 80% • Use student feedback to improve practice from 75% (2019) to 85%
Key Improvement Strategy 2.a Empowering students and building school pride	Develop an agreed School approach to student voice, agency and leadership to enhance student learning experiences and foster authentic student leadership.
Key Improvement Strategy 2.b Empowering students and building school pride	Build teacher capacity to empower students to take responsibility for their own learning growth

Key Improvement Strategy 2.c Building communities	Empower students to actively contribute to the design and implementation of school programs and learning opportunities.
Goal 3	Strengthen the social and emotional wellbeing of all students
Target 3.1	<p>AToSS outcomes</p> <p>By the end of the SSP the AToSS will show an increase in outcomes in:</p> <ul style="list-style-type: none"> • <u>Resilience</u> from 78% to be greater than 85%. • <u>Sense of Connectedness</u> from 78% to be greater than 85%. • <u>Sense of Confidence</u> from 75% to be greater than 85%.
Target 3.2	<p>POS outcomes</p> <p>By the end of the SSP the POS will show an increase in outcomes in:</p> <ul style="list-style-type: none"> • student development (confidence and resilience skills) from 77% to be greater than 85%.
Key Improvement Strategy 3.a Health and wellbeing	Investigate and develop the Moriac Student, utilising the response to intervention model and School Wide Positive Behaviour Framework to support the social and emotional wellbeing of all students.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Strengthen student connectedness to the school and broader community.
Key Improvement Strategy 3.c	Develop parent and community partnerships to promote a safe and inclusive environment.

Parents and carers as partners	
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