

School Strategic Plan 2018-2022

Moonee Ponds Primary School (3987)



Submitted for review by Matthew Bott (School Principal) on 30 November, 2018 at 10:04 AM

Endorsed by Allana Bryant (Senior Education Improvement Leader) on 10 December, 2018 at 01:16 PM

Endorsed by Scott Cutler (School Council President) on 10 December, 2018 at 08:27 PM

School Strategic Plan - 2018-2022

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School vision	<p>Mission Is to create and sustain a world class inclusive and collaborative learning community that provides the highest quality education; where teacher and student potential is maximised and where all students are empowered to become active, inspired and courageous citizens.</p> <p>Vision CREATE and SUSTAIN a world class, inclusive and collaborative learning community where:</p> <ul style="list-style-type: none">• everyone is welcomed and supported and diversity is celebrated;• we work together in teams, build relationships and set shared goals;• communication is effective and we actively seek feedback on performance; and• we are all happy and safe. <p>DELIVER the highest quality education by:</p> <ul style="list-style-type: none">• being inspirational and fostering a love of learning;• continually improving and developing best practice teaching methods;• providing a vibrant and challenging curriculum while embracing new technology; and• expecting the best and showing all how to achieve their best. <p>MAXIMISE teacher and student potential through:</p> <ul style="list-style-type: none">• a belief that everyone can learn;• planning, measuring and celebrating growth in learning;• assessing and meeting individual needs while providing leadership opportunities; and• supporting students to strive beyond their comfort zone. <p>DEVELOP active, inspired and courageous citizens who:</p> <ul style="list-style-type: none">• are self aware, resilient, independent and creative thinkers;• understand the global context of their learning;
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	<ul style="list-style-type: none"> • are involved in the wider community and have a sense of belonging; • can manage and resolve conflicts and stand up for their beliefs; • are positive role models contributing to family & community life; and • live healthy and sustainable lifestyles.
School values	<p>Values</p> <p>Our school will achieve our vision through RESPECT and CARE for each other and ourselves, through OPTIMISM for the future and through COLLABORATION between all parts of the school community.</p>
Context challenges	<p>The staffing profile of the school has changed significantly over the last four years (both the number of staff new to the school and staff in their first five years of teaching). Maintaining our positive school climate, and emphasis on collective efficacy and high expectations for students continues to be a priority. The previous strategic plan focused on building a strong foundation in terms of: guaranteed and viable curriculum, an agreed instructional model (GANAG & Nine High Yield Strategies), authentic assessment practices, and strategies for effective feedback. The challenge in developing this core work was that the focus shifted away from targeted teaching practice. The emphasis was on teacher learning and capacity building instead of student learning and student centred instructional practices.</p> <p>The demographic of the school has also changed, not in terms of SFOE but in terms of the broad range of student needs. There has been an increase in the number of students funded under the program for students with disabilities (from 1 in 2014 to 12 funded students in 2018). Of our student population 36 of our students are identified as EAL (only Level 1 & 2), 8 are KOORIE. In the recent NCCD 45 students were identified as requiring adjustments due to disabilities. In 2017 three students from out of home care enrolled at the school, this was the first time the school had supported students as part of the Lookout program. Ensuring these students are authentically engaged in their learning and are successful in achieving growth continues to be a focus. Managing the increasingly complex emotional and well being needs of all students will be an integral part of our work moving forward.</p> <p>There is a significant number of students achieving well above expected in terms of academic achievement. Ensuring students with high ability are supported to achieve their personal best through authentic differentiated practice and an authentic feedback environment continues to be a priority.</p>
Intent, rationale and focus	<p>The past four years has enabled us to build a strong foundation in terms of positive climate for learning, excellence in teaching and learning, professional leadership and community engagement in learning. The school has had significant improvement in terms of the following three high-impact improvement initiatives: building practice excellence, curriculum planning and assessment and building leadership teams. The focus for the next four years is further developing these dimensions with a focus of student learner agency. This will place students at the centre of their learning.</p> <p>As outlined in the DET Amplify practice guide, by empowering students we enhance student engagement and enrich their participation: we help students to 'own' their learning and development and help schools to create a positive climate for learning. Young people who find their own voice in supportive school environments are more likely to develop a confident voice, a capacity to</p>

act in the world, and a willingness to lead others. By empowering students we enhance student engagement and enrich their participation in the classroom, school and community. Amplifying student voice, student agency and student leadership contributes to improved student health, wellbeing and learning outcomes.

Over the next four years our explicit focus will be on building learner agency.

We will focus on maximising the learning growth for every student with an initial emphasis on Reading. This will be reflected through our PLC work and building a culture of authentic curriculum, instruction and assessment based around and responsive to the needs of our learners. This will include implementation of the inquiry cycle in teams to support effective differentiation within our lessons.

We will further develop students who are actively engaged in and connected to their learning. This will be developed through effective feedback processes and an emphasis on learner strategies (nine high-yield strategies) and teacher strategies (high impact teaching strategies) to engage the learner authentically throughout their schooling.

We will continue to develop respectful and resilient students who display growth mindsets. This will be developed through drawing together the student wellbeing and engagement practices implemented across the school, building pedagogical understanding around these strategies and practices, and articulating a framework that outlines our approach to supporting students with their health, wellbeing and learning outcomes.

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Goal 1	To improve achievement and optimise the learning growth of every student.
Target 1.1	Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading.
Target 1.2	By 2022, the percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will increase to ≥ 80 per cent.
Target 1.3	By 2022 80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5.
Key Improvement Strategy 1.a Curriculum planning and assessment	Consistently embed the school differentiated approach to curriculum, assessment and instruction [with an initial AIP emphasis on Reading] (FISO area- Curriculum Planning & Assessment and Evidence Based High Impact teaching Strategies).
Key Improvement Strategy 1.b Building practice excellence	Implement the PLC evidence-based inquiry approach and other FISO supports to collaboratively build staff capacity to embed the differentiated approach [eg, observation, practice principles, providing feedback and incentives for staff to continuously improve their practice and the performance of their students] (FISO area- Building Practice Excellence and Evaluating Impact on Learning)

Key Improvement Strategy 1.c Building leadership teams	Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes (FISO area- Building Leadership Teams and Instructional Shared Leadership)
Goal 2	To create empowered learners who are actively engaged in and connected to their learning.
Target 2.1	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p><u>Learner characteristics and dispositions domain</u></p> <ul style="list-style-type: none"> • Learning confidence/sense of confidence • Self-regulation and goal setting <p><u>Social engagement domain</u></p> <ul style="list-style-type: none"> • Student Voice and agency
Target 2.2	<p>By 2022 the percentage of parents responding positively to the following measures contained in the student <u>Parent Survey</u> to be at or above 85 per cent (percentage endorsement):</p> <p><u>Student cognitive engagement domain</u></p> <ul style="list-style-type: none"> • Student motivation and support <p><u>Student Development domain</u></p> <ul style="list-style-type: none"> • Student agency and voice • Confidence and resiliency skills

Key Improvement Strategy 2.a Curriculum planning and assessment	Continue to activate student voice, leadership and agency in their learning (FISO area- Curriculum Planning & Assessment and Empowering Students)
Goal 3	Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values.
Target 3.1	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p><u>Learner characteristics and dispositions domain</u></p> <ul style="list-style-type: none"> • Resilience <p><u>Social engagement domain</u></p> <ul style="list-style-type: none"> • Sense of inclusion <p><u>School Safety</u></p> <ul style="list-style-type: none"> • Respect for diversity
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop and implement a coherent whole-school approach to student health, wellbeing and inclusion (FISO area- Positive Climate for Learning)