

School Strategic Plan 2023-2026

Moonee Ponds Primary School (3987)



Submitted for review by Matthew Bott (School Principal) on 05 December, 2022 at 10:51 AM

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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;• 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.
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School values	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.
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, especially with the changing staff profile.</p> <p>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) and High Impact Teaching Strategies (HITS) including authentic assessment practices. A priority throughout the last four years was developing efficacy through embedding Professional Learning Communities (PLC) practices. This is the vehicle that was used to implement change and build staff capacity to improve student outcomes.</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 experiencing anxiety and social/ emotional issues particularly in the context of COVID19 and periods of Remote and Flexible Learning where students were not onsite. Of our student population 20 of our students are identified as EAL (funded), 5 are Koorie. In the recent NCCD 62 students were identified as requiring adjustments due to disabilities. Ensuring these students are authentically engaged in their learning and are successful in achieving growth continues to be a focus. The Tutor Learning Initiative has also been significant in supporting student growth.</p> <p>Continuing to manage the increasingly complex emotional and wellbeing needs of all students will be an integral part of our work moving forward. Implementing the Disability Inclusion framework and identifying and tracking students for tiers 1, 2 and 3 interventions will also support this work.</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 goal for the next four years is maximising student learning growth and student learner agency through further embedding the work of Professional Learning Communities (PLC). This will place students at the centre of their learning and strengthen the way teachers used data in a cycle of inquiry and reflect on their practice in order to develop the core elements of teaching and learning, engagement and assessment to improve student learning and wellbeing outcomes for students.</p> <p>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 act in the world, and a willingness to lead others. By</p>

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:

We will focus on maximising the learning growth for every student in literacy and numeracy, with an initial emphasis on writing. 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 strengthen consistency of evidence-based teaching practices against a continuum of learning aimed at teaching to each student's point of need. Teachers will plan for differentiation and record adjustments in their weekly planning to specifically target learning growth for all students.

We will further develop students who are actively engaged in and connected to their learning. This will be developed through effective goal setting and 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 learning.

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.

We will continue to engage families as partners in student learning through further implementation of technologies such as Seesaw.

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Goal 1	Maximise student learning growth for every student in literacy and numeracy
Target 1.1	By 2026 increase the percentage of Year 5 students maintaining in the top 2 NAPLAN bands for the domains of: <ul style="list-style-type: none">• Writing from 32 per cent (2022) to at least 60 per cent• Numeracy from 58 per cent (2022) to at least 60 per cent• Reading four-year average from 69 per cent (2017-2021) to at least 75 per cent
Target 1.2	By 2026 the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be: <ul style="list-style-type: none">• Reading from 30 per cent (2021) to 35 per cent• Writing from 21 per cent (2021) to 32 per cent• Numeracy from 14 per cent (2021) to 25 per cent
Target 1.3	By 2026, increase the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10: English <ul style="list-style-type: none">• Reading from 56 per cent (2022) to 60 per cent (possibly include a Year 1 target at 80% (tbc) above expected)• Writing from 46 per cent (2022) to 50 per cent Mathematics <ul style="list-style-type: none">• Number and Algebra from 52 per cent (2022) to 60 per cent
Target 1.4	By 2026, improve the percentage of positive endorsement on SSS teaching and learning -practice improvement module for the factors of:

	<ul style="list-style-type: none"> • Understand how to analyse data from 55 per cent (2022) to 75 per cent • Professional learning through peer observation from 35 per cent (2022) to 75 per cent
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the knowledge, skills and ability of all staff to embed pedagogy and evidence-based practice
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	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need
Goal 2	To improve student voice and agency
Target 2.1	By 2026, increase the percentage of positive endorsement on the Years 4-6 Attitudes to School Survey for the factors of: <ul style="list-style-type: none"> • Student voice and agency from 61 per cent (2022) to 70 per cent • Motivation and Interest from 77 per cent (2022) to 80 per cent • Perseverance from 75 per cent (2022) to 80 per cent • Teacher Concern from 63 per cent (2022) to 73 per cent
Target 2.2	By 2026, improve the percentage of positive endorsement on SSS teaching and learning modules for the factors of: <ul style="list-style-type: none"> • Use student feedback to improve practice from 65 per cent (2022) to 75 per cent • Focus on real life problems from 65 per cent (2022) to 75 per cent
Target 2.3	By 2026 increase the percentage of positive endorsement on the Parent Opinion Survey (POS) for the factors of: <ul style="list-style-type: none"> • Effective teaching from 72 per cent (2022) to 80 per cent

	<ul style="list-style-type: none"> • Student motivation and support from 72 per cent (2022) to 80 per cent • Stimulating learning environment from 71 per cent (2022) to 80 per cent • Teacher communication from 64 per cent (2022) to 75 per cent
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop a consistent whole school understanding of student voice and agency
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop the knowledge, skills and ability of all staff to embed strategies to improve student voice and agency
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Deepen and embed strategies to support students' wellbeing and community partnerships