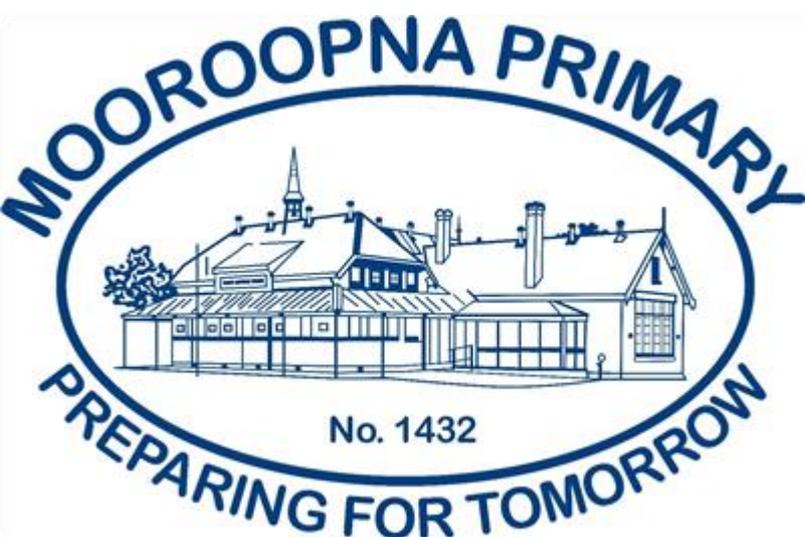


School Strategic Plan 2019-2023

Mooroopna Primary School (1432)



Submitted for review by Steven Rogers (School Principal) on 17 October, 2019 at 09:57 AM

Endorsed by Scott Watson (Senior Education Improvement Leader) on 17 October, 2019 at 10:03 AM

Endorsed by Luke Barrette (School Council President) on 17 October, 2019 at 10:13 AM

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School vision	<p>Our school motto of “Preparing for Tomorrow” is the key to our vision whereby we ensure all students are ready for the future. As an inclusive school we prioritise:</p> <ul style="list-style-type: none">• caring for all students so they are safe and happy, especially utilising School Wide Positive Behaviour Support processes• Maths and English to equip all students with skills for lifelong learning and success• the arts and digital technologies as skills that enhance opportunities in our dynamic world• student voice and critical thinking as essential for independent successful people
School values	<p>Our School community is guided by the values of</p> <ul style="list-style-type: none">• Motivated• Persistent and• Successful, or MPS <p>These values are achieved through our emphasis on</p> <ul style="list-style-type: none">• Being Happy and Safe• Being Learners and• Being Respectful. <p>Our school remains fully committed to being an inclusive school that values School Wide Positive Behaviour Support. Every day, in every lesson, we work to ensure that learning engages all students in a challenging, technological and relevant curriculum that sees every student reach his or her full potential.</p> <p>Our school has a major focus on Literacy, Numeracy, the Arts and Digital Technologies. MPS implements our evidence based instructional model based on The High Reliability Literacy Teaching Procedures, (HRLTP), for Literacy and Numeracy along with data driven teaching and learning. Staff professional learning and commitment has ensured our Instructional Model is embedded. Every child is at the centre of all we do and we are fully committed to supporting individual students’ academic, social, emotional and personal growth.</p> <p>Our school is an inclusive primary school and our main focus is student engagement and student wellbeing. This is achieved via School Wide Positive Behaviour Support that emphasizes the teaching of social and organizational skills. Our strong wellbeing team supports students and families.</p>
Context challenges	<p>Our school has significant enablers to success including:</p> <ul style="list-style-type: none">• practice excellence in the area of curriculum planning and assessment documents

	<ul style="list-style-type: none"> • distributive leadership • embedded evidence based instructional model that enables consistency in whole school approaches to improving student learning • high level of student engagement and the positive climate for learning • promotion of student agency • P-6 Learning Communities on a weekly basis • whole school wellbeing focus <p>Our school faces additional barriers to success including:</p> <ul style="list-style-type: none"> • the need for broader levels of community engagement in student learning • low educational aspirations of families • low levels of learning preparedness as evidenced in AEDC • external events impacting on social- emotional development
<p>Intent, rationale and focus</p>	<p>INTENT At Mooroopna PS we strive to achieve the best possible outcomes for all students. We believe all students can learn and be successful.</p> <p>RATIONALE Our school is fully committed to ensure all students achieve and are successful. All we do is aimed at ensuring this occurs.</p> <p>FOCUS The following are our key directions for the Strategic Plan:</p> <ul style="list-style-type: none"> • learning growth in all dimensions of Literacy and Numeracy • whole school instructional model and high impact teaching strategies • evidence based targeted teaching through use of data • teacher effectiveness, especially through a PLC framework • student engagement and motivation • student voice and agency • student readiness

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Goal 1	Improve individual student literacy and numeracy outcomes
Target 1.1	Increase the medium and high (2021-2023 average) growth in NAPLAN for <ul style="list-style-type: none">• Reading (2016-2018: 63% to 2021-2023 64%)• Writing (2016-2018: 64% to 2021-2023 65%)• Numeracy (2016-2018: 80% to 2021-2023 81%)
Target 1.2	Increase the percentage of students in the top three bands of NAPLAN for: <ul style="list-style-type: none">• Year 5 Writing (2016-2018: 28% to 35% in 2021-2023)• Year 3 Numeracy (2016-2018: 35% to 40 % in 2021-2023)• Year 5 Numeracy (2016-2018: 38% to 45% in 2021-2023)
Target 1.3	An increase in teacher judgements against the Victorian Curriculum for students at or above the expected level in: <ul style="list-style-type: none">• Reading (2018- 74% to 2023- 78%)• Writing (2018- 67% to 2023- 71%)• Numeracy (2018- 78% to 2023- 82%)
Key Improvement Strategy 1.a	Refine the capacity of all staff to use evidence-based targeted teaching across the school

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 1.b Evaluating impact on learning	Further develop and implement a systematic and collaborative approach to setting, monitoring and reflecting upon student learning goals
Key Improvement Strategy 1.c Evaluating impact on learning	Embed the process for the provision of effective feedback for all students
Goal 2	Increase student engagement and motivation to learn
Target 2.1	90-100% positive endorsement for the characteristics of Learning Confidence, Resilience, Motivation and Interest and Self-Regulation and Goal Setting in the Attitudes to School Survey by 2023.
Target 2.2	90-100% positive endorsement for the characteristics of Academic Emphasis, Collective Efficacy, Collective Focus on Student Learning and Collective Responsibility in the Staff Opinion Survey by 2023.
Target 2.3	90-100% positive endorsement for the characteristics High Expectations for success and student motivation and support in the Parent Opinion Survey by 2023.
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Further enhance curriculum and lesson planning that enables students to develop agency in their work
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Further develop a culture of high expectations

Key Improvement Strategy 2.c Empowering students and building school pride	Build a common understanding of ways to empower students in their learning
Goal 3	Improve school readiness of all students
Target 3.1	85-95% positive endorsement for the characteristics of Positive Transitions and Parent Participation and Involvement in the Parent Opinion Survey by 2023.
Target 3.2	Participation rate of parents and carers in the following will increase <ul style="list-style-type: none"> • Pre-Foundation, Parent and Carer engagement activities (Mother Goose 8 students 2019, to 15 or above students by 2023 • Parent Teacher Interviews (2019 140 families) to 150 families or above by 2023.
Key Improvement Strategy 3.a Networks with schools, services and agencies	Improve the transition pathways for students coming into, through and out of the school
Key Improvement Strategy 3.b Parents and carers as partners	Further develop and implement processes to involve parents and carers as partners in learning