

# School Strategic Plan 2020-2024

Moorabbin Primary School (1111)



Draft

Submitted for review by Eudoxia Angelides (School Principal) on 15 November, 2021 at 03:23 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# School Strategic Plan - 2020-2024

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<p><b>School vision</b></p>	<p>Our Vision: We are learners for life, leading the way, who make the most of everyday. Moorabbin Primary School is the Place to Excel. Mission Statement: At Moorabbin Primary School we provide students with qualities and skills which will enable them to be successful, confident learners who embrace challenges and opportunities. We nurture and encourage our students to be positive and responsible contributors to our local and global communities</p>
<p><b>School values</b></p>	<p>Moorabbin Primary School has a core purpose to nurture and develop the relationship between students, staff, parents, and the wider community. We foster the education and wellbeing of all through the provision of a safe, challenging, supportive and dynamic learning environment where all children are challenged to excel. Our vision is that: "We are learners for life, leading the way, who make the most of everyday" AND THAT Moorabbin Primary School is the Place to Excel". The Moorabbin School Values are Thoughtful, Enthusiastic, Respectful, Responsible, Inclusive, Friendly, Caring and Capable. These values incorporate what we stand for here at Moorabbin Primary School and they underpin everything that we do. Terrific is the acronym that our children will use as they refer to the values. Moorabbin kids are TERRIFIC kids! The Terrific Kids character traits are within the positive values of the Developmental Assets. As a student participating in the Terrific Kids program, a good idea to use the Terrific Kids character traits at school and at home. This is part of being a Terrific Kid. Teachers and staff will use these in the classroom and in the yard and they will form the basis of how we reward and award student behaviour and achievement. We strive for all members of our community to be: Thoughtful: To consider the needs of others. Enthusiastic: To be keen, excited and interested. Respectful: To be polite and caring for self, others and our environment. Responsible: To make good choices and accept the consequences of poor choices. Inclusive: To respect the ideas and feelings of others. Friendly: To be welcoming and helpful to others. Inquisitive: To wonder about the world. Capable: To have-a-go and do our best.</p>
<p><b>Context challenges</b></p>	<p>Key challenges: Promotion of school's unique identity Future enrolments: increase prep enrolments</p>

	<p>Targeting the use of funds to best support students at the top end of the learning continuum as well as providing additional support through MSL (Multi-sensory Learning)</p> <p>Leading Teacher to drive STEAM program &amp; develop teacher expertise. Community involvement – raising community awareness of school</p> <p>The challenge for MPS is to further improve student outcomes via managing enrolment strategy to increase enrolments to change the perceived perception of the school to the wider community</p> <p>Maintaining a personal approach towards teaching and learning, continuing positive and developing relationships currently held with stakeholders</p> <p>The review process recognised and acknowledged that student achievement and student voice had not reached the expected targets in English and Mathematics. Whilst processes were in place, evidence in data were evident in all areas</p>
<p><b>Intent, rationale and focus</b></p>	<p>1. Intent: For all students to be empowered and challenged to achieve high learning growth across the curriculum. Rationale: If the school builds a culture of high expectations, shared leadership; and ensures agreed instructional practice and differentiation of learning to a student's point of need then students will be empowered and challenged to achieve high learning growth.</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>· Build a school culture of high expectations.</li> <li>· Strengthen literacy and numeracy skills ensure the progress of each student is closely monitored.</li> <li>· Planning meets the student's learning needs.</li> <li>· Develop an agreed instructional practice Foundation to grade 6.</li> <li>· Build a shared leadership vision for teaching and learning.</li> </ul> <p>2. Intent: To empower students to be confident learners. Rationale: If student voice and agency is developed then students will be empowered to be confident learners.</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>· Develop student voice and agency in learning.</li> <li>· Students to participate in teaching planning.</li> </ul> <p>3. Intent: To enhance student health and wellbeing Rationale: If the parent-school relationship is improved by building greater understanding of the school's approach to student learning then student health and wellbeing will be enhance.</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>· Build greater understanding of parents of the school's approach to student learning.</li> </ul>

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<b>Goal 1</b>	To improve literacy and numeracy outcomes for all students
<b>Target 1.1</b>	<p>By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> <li>- in Reading from 39 per cent in 2019 to 45 per cent</li> <li>- in Writing from 28 per cent in 2019 to 35 per cent</li> <li>- in Numeracy from 41 per cent in 2019 to 48 per cent</li> </ul>
<b>Target 1.2</b>	By 2024, the percentage of Year 5 students assessed in the bottom two NAPLAN bands in Reading will reduce from 15 per cent in 2019 to 10 per cent
<b>Target 1.3</b>	<p>By 2024, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> <li>- in Reading from 61 per cent in 2019 to 70 per cent</li> <li>- in Numeracy from 49 per cent in 2019 to 75 per cent</li> </ul>

<b>Target 1.4</b>	<p>By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being at or above age expected level will increase:</p> <ul style="list-style-type: none"> <li>- in the English Language Writing Mode from 91 per cent in 2019 to 95 per cent</li> <li>- in the Mathematics Number and Algebra Strand from 57 per cent in 2019 to 61 per cent</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	<p>Embed an instructional model consistently across the school.</p>
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	<p>Build teacher capability to promote the effective data/assessment literacy practices in order to inform teaching and track the learning growth for all students.</p>
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	<p>Enhance differentiated teaching to ensure challenge and promote growth for all students.</p>
<b>Goal 2</b>	<p>Develop critical thinkers and learners who demonstrate the school's learner dispositions.</p>
<b>Target 2.1</b>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> <li>- in the Social Engagement domain;             <ul style="list-style-type: none"> <li>• Student voice and agency factor from 78 per cent in 2019 to 85 per cent</li> </ul> </li> </ul>
<b>Target 2.2</b>	<p>By 2024, the percentage of Year 6 male students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will increase:</p>

	<p>- in the Social Engagement domain;</p> <ul style="list-style-type: none"> <li>• Student voice and agency factor from 60 per cent in 2019 to 70 per cent</li> <li>• Sense of inclusion factor from 80 per cent in 2019 to 85 per cent</li> </ul>
<b>Target 2.3</b>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>- in the Learner Characteristics and Engagement domain;</p> <ul style="list-style-type: none"> <li>• Motivation and interest factor from 91 per cent in 2019 to 95 per cent</li> </ul>
<b>Target 2.4</b>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>- in the Effective Teaching Practice for Engagement domain;</p> <ul style="list-style-type: none"> <li>• Stimulated learning factor from 86 per cent in 2019 to 90 per cent</li> </ul>
<b>Target 2.5</b>	<p>By 2024, all Year 4-6 students assessed against the Victorian Curriculum (VC) to be at or above the expected VC Critical and Creative Thinking achievement standards.</p>
<b>Key Improvement Strategy 2.a</b>	<p>Embed the Victorian Curriculum Critical and Creative Thinking scope and sequence across the school.</p>

Intellectual engagement and self-awareness	
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop a consistent whole school understanding of connections between metacognition and learner agency.
<b>Goal 3</b>	To enhance the resilience and wellbeing of all students
<b>Target 3.1</b>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measure will increase:</p> <ul style="list-style-type: none"> <li>- in the Effective Teaching Practice and Cognitive Engagement domain; <ul style="list-style-type: none"> <li>● Classroom behaviour factor from 80 per cent in 2019 to 91 per cent</li> </ul> </li> </ul>
<b>Target 3.2</b>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> <li>- in the Teacher-Student Relations domain; <ul style="list-style-type: none"> <li>● Teacher concern factor from 78 per cent in 2019 to 85 per cent</li> </ul> </li> </ul>
<b>Target 3.3</b>	<p>By 2024, the percentage of Year 6 male students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measure will increase:</p> <ul style="list-style-type: none"> <li>- in the Student Engagement domain;</li> </ul>



	<ul style="list-style-type: none"> <li>• School connectedness factor from 66 per cent in 2019 to 70 per cent</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Health and wellbeing</p>	<p>Develop and embed a consistent and positive whole school approach to student behaviour.</p>

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