School Strategic Plan 2019-2023

Morang South Primary School (1975)

Submitted for review by Julie Jones (School Principal) on 15 November, 2019 at 06:39 PM
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Awaiting endorsement by School Council President

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School vision	Our vision for Morang South Primary is to become a vibrant learning community where all members are challenged and empowered to strive for and celebrate personal excellence and continuous growth. The children will become positive, compassionate, able, creative, confident thinkers and life long, socially reponsible learners equipped to thrive in and shape the future of our evolving global society.
School values	Morang South Primary School is a committed and unified partnership of teachers, parents and children. We value diversity and strive for excellence. We are committed to providing a high quality education in a cooperative, caring and safe environment. Children are encouraged and challenged to reach their full potential.

Morang South Primary School's vision is to become a vibrant learning community where all members are challenged and empowered to strive for and celebrate personal excellence and continuous growth. The children will become positive, compassionate, able, creative, confident thinkers, and life long, socially responsible learners equipped to thrive in and shape the future of our evolving global society.
Our Values are Respect, Learning, Trust, Honesty, Caring, Tolerance, Cooperation

Definitions
Respect: Treating everybody and everything with consideration and courtesy. This means caring about myself, others and the environment

Learning: Gaining knowledge, skills and understanding through endeavour and experience. This means knowing and understanding more

Trust: Confidently relying on someone believing they will make the appropriate choices for both the individual and the group. This means doing the right thing and having faith in others

Honesty: Being truthful, sincere and open so others can trust you. This means your thoughts, words and actions reflect what you say or do.

Caring: Showing concern for others and being thoughtful and understanding of their feelings. Thinking with the heart

Tolerence: Being fair towards and accepting of other people's beliefs, differences and opinions. Finding ways of allowing for and |

	celebrating differences

Cooperation: Working togethertowards acommon goal andbeing able to work and act positivel ywith others. Working together to get the job done

In accordance with the principles outlined in the Education and Training Reform Act 2006 (Vic), as a Victorian government school, the programs of, and teaching at Morang South Primary School will support and promote the principles and practices of Australian democracy including a commitment to:
-An elected government
-The rule of law
-Equal rights for all before the law
-Freedom of religion
-Freedom of speech and association
-The values of openness and tolerance

Also, in accordance with the Education and Training Reform Act 2006 (Vic), the school will provide a secular education and will not promote any particular religious practice, denomination or sect and is open to adherents of any philosophy, religion or faith.

This school philosophy will be central to all:
-school initiatives, policies and practices;
-teaching and learning programs;
-internal and external interactions;
-organisational structures and practices; and
-dealings with parents, the School Council and the community. |
| **Context challenges** | Morang South Primary School has a current enrollment number which is reasonably stable with current enrollment is sitting at around 420 students. The gender breakdown for the school is: males 57.2% and females 42.8%. The Student Family Occupation and Education (SFOE) index is currently 0.3844; this decreased from 0.4042 over the previous Strategic Plan period. Further data shows that our Non-English speaking students make up 4.3% of students and that there is also a small number of EAL students. Students from a refugee background equate to 2.6%. The percentage of students will disabilities is 5%, with 19 students entitled to equity funding. There is approximately 2% of students enrolled identifying as being Aboriginal.

The staffing profile for Morang South Primary School is 2 F/T Principal class officers, 1 LT and 1 LS, 31 teachers, 13 Education Support Staff and 1 P/T Technology Technician. The school has a Leadership Team and a School Improvement Team comprising of 2 x Principal class officers, LT and LS and teacher leaders. The LS fills the role of the school's Literacy Coordinator while the LT fills the role of the school's Mathematics Coordinator. These staff members are leading change across the school to support student learning and improvement. The school is organised into single classes for Foundation and composite classes in 1/2 , 3/4 , and 5/6. In |

	2019, we have 18 classes, with 7 of these classes being directed by shared teacher partnerships. This impacts management of the school's Meetings and Professional Learning schedule, needing a considered approach in recognition of staff attendance due to part-time employment. During the review process, several challenges and barriers were identified in regard to attainment of goals. It was recognised that goal attainment had been impacted by the the large number of focus areas identified in 2016-2019 Strategic Plan and consequently the resource challenges that accompany this. It was also identified that whilst significant progress had been made towards the attainment of staff collaborating to develop high level consistent evidence-based teaching practices, resourcing challenges in the form of time and budgets were a barrier to increasing the time to share pedagogical practice due to the number of goals. It was felt by the panel that a reduced goal number in the 2020-2024 Strategic Plan period would enable greater focus on key areas would support improved outcomes. In addition, the extent to which evidence and data was being analysed fully and used consistently by all teachers and teams to plan differentiated curriculum and teaching and learning approaches to cater for each students' point of learning need and to monitor the learning growth of students and cohorts, was variable and still a work in progress. It was identified that work with staff on data literacy and the establishment of Professional Learning Community teams focused on improving student outcomes through use of data to target areas of need should be a key strategy in the 2020-2024 Strategic Plan period. During the School Review, there were some inconsistencies identified in the way in which learning intentions and success criteria were referred to by teachers in class. The panel observed in classroom observations, and students also validated, that reflection time at the end of classes referring to student learning relative to the learning intention was not always addressed. Furthermore, the panel also formed the view that the school could consider further investigation around the Higher Impact Teaching Strategy of feedback and the impact of feedback on student learning. The panel concluded that further development of student voice and learner agency, including the development of teacher practice and whole school consistency around use of learning Intentions, success criteria and feedback were likely to enhance and strengthen the school's positive climate for learning over the next planning period.
Intent, rationale and focus	Intent: During the course of the 2019 to 2023 Strategic Plan period the school's intention is to raise the levels of student attainment to reflect those levels achieved in similar schools or to reach above these standards, particularly in the areas of numeracy and writing. In addition, the school intends on developing shared pedagogical approaches and practices around leveraging student voice and agency to provide students with greater ownership, connectedness and autonomy around the learning process, in order to maximise student engagement. By using structured practices to enhance our students' inquiry skills and personal autonomy, we aim to provide learning opportunities

which hold greater relevance, ownership, motivation and engagement for our students, particularly in the area of mathematics and writing.

Rationale:
Analysis of the school's NAPLAN data indicated to the panel that there is clear evidence that there is a positive growth trend in school numeracy data sets. The panel noted that there was a need for greater correlation between teacher judgement in numeracy and student achievement data sets in numeracy. The panel agreed that the school needed to continue to build upon the curriculum planning, professional learning and mindsets work that has been done in the area.

Analysis of the school's NAPLAN data indicated to the panel that is clear evidence that there is a positive growth trend in school literacy data sets. The panel noted that there was a need for greater correlation between teacher literacy judgement and student achievement data sets in literacy.
A range of evidence considered by the panel indicated that improvement is required in writing, in particular decreasing the percentage of students achieving low gain.

A collection of evidence considered by the panel indicates that there is a need for strengthening and extending student voice and agency in their learning; in particular students understanding, application and ownership of their learning. A review of the school's student opinion data together with student interviews conducted by the panel through the review process showed that developing a shared and consistent understanding of and approach to, and how student voice and learner agency might be a strategy to further enhance student outcomes was not yet fully established. The panel decided that this should be a focus for the next School Strategic Plan.

Focus
Excellence in teaching and learning – building practice excellence

The School Improvement Team intends to prioritise focus on developing Numeracy, Writing and Student Voice and Agency over the period of the next strategic plan.

Underpinning our strategic direction is our focus on prioritising the development of 21C learners. This will require the development of staff knowledge and understanding around Student Voice and Agency. Staff will understand how the HITS strategies of Questioning, Higher Order Thinking, Setting Goals (learning intentions and success criteria) and Feedback relate to empowering autonomous learners. At this stage, it is intended that external consultancy will be leveraged to support staff to deepen their understandings and support them in professional shifts in practice over the course of the 4 years of the SSP. This links to the key improvement strategies of;
-to develop and build upon whole school understanding of student voice and agency
-to identify the skills and dispositions of autonomous learners and co-construct a whole school approach
-to co-design student opportunities to exercise authentic agency in their learning.

	Additionally, improvement in the areas of numeracy and writing will be driven through building teacher capacity via additional Learning Specialist and Leading Teacher support, though leveraging PLCs and Professional Learning. This has been prioritised through strategic use of the SRP. This links to the key improvement strategies of; -building upon staff data literacy in order to inform classroom practice -to refine and attain precision in the instructional model in the teaching of mathematics and writing -to extend staff curriculum knowledge relating to the teaching and learning of mathematics and writing.

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Goal 1	To optimise Numeracy outcomes for all students
Target 1.1	Increase the percentage of Year 5 students in the top 2 bands of NAPLAN numeracy from 22% (2018) to 30%(2023) to be in line with similar schools.
Target 1.2	Increase the percentage of students in NAPLAN showing medium to high growth (Year 3 to Year 5) from 69%(2018) to 75%(2023), to be in line with similar schools.
Target 1.3	Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 88%(2018) to >91% (2023), to be at or above similar schools.
Key Improvement Strategy 1.a Building practice excellence	To increase staff data literacy in Numeracy in order to inform classroom practice
Key Improvement Strategy 1.b Building practice excellence	To refine and attain precision in the instructional model of the teaching of mathematics
Key Improvement Strategy 1.c Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of mathematics
Goal 2	To optimise Literacy outcomes for all students, with a focus on writing

Target 2.1	Increase the percentage of students in Year 5 in the top 2 bands of NAPLAN writing from 14%(2018) to 16%(2023).
Target 2.2	Decrease the percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) from 33%(2018) to 25%(2023).
Target 2.3	Increase the percentage of students in English modes showing teacher judgement to be at or above the age expected level from: Reading and Viewing - 90%(2018) to >91%(2023), in line with similar schools Writing - 84%(2018) to 87%(2023), in line with similar schools Speaking and Listening - 92%(2018) to 95%(2023), in line with similar schools
Key Improvement Strategy 2.a Building practice excellence	To increase staff data literacy in English in order to inform classroom practice
Key Improvement Strategy 2.b Building practice excellence	To refine and attain precision in the instructional model of the teaching of writing
Key Improvement Strategy 2.c Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of English modes
Goal 3	To develop autonomous learners through enhancement of student voice and agency

Target 3.1	Increase the ATSS percentages of positive response in the following areas; -student voice and agency from 85%(2018) to >88%(2023) -self-regulation and goal setting from 93%(2018) to 95%(2023) -stimulated learning from 88%(2018) to 90%(2023) NB: The 2018 ATSS data indicates that the school was performing at a high level in comparison to other schools in these areas.
Target 3.2	Increase the SOS percentage of positive response in the area of collective focus on student learning from 88%(2019) to >90%(2023). NB: The 2018 SOS data indicates that the school was performing at a high level in comparison to other schools in this area.
Target 3.3	Increase the POS percentages of positive response in the following areas;

	-student agency and voice from 78%(2018) to 82%(2023) -confidence and resilience skills from 91%(2018) to 95%(2023) NB: The 2018 POS data indicates that the school was performing at a high level in comparison to other schools in these areas.
Key Improvement Strategy 3.a Building practice excellence	Develop and build upon whole school understanding of student voice and agency
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	The school community will identify the skills and dispositions of an autonomous learner and co-construct a whole school approach
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Co-design student opportunities to exercise authentic agency in their learning