**School Strategic Plan 2023-2027**

Morang South Primary School (1975)



Submitted for review by Jane Brayshaw (School Principal) on 04 December, 2023 at 07:35 PM  
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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 responsible learners equipped to thrive in and share the future of our evolving global society. |
| School values | Underpinning our school culture, code of cooperation, and the Social and Emotional Learning (SEL) program are the values of Morang South. We believe that being connected to a strong set of values helps us to become responsible learners and community participants, will supporting our decision making and actions for improvement.  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 being able to have 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. This means thinking with the heart  Tolerance – Being fair towards and accepting of other people’s beliefs, differences and opinions. This means finding ways of allowing for and celebrating differences  Cooperation – Working together towards a common goal. This means being able to work and act positively with others |
| Context challenges | The School Review identified a number of key areas of challenge for consideration. This included;  - In the area of Numeracy, some of the challenges identified included further developing teacher breadth of knowledge across the curriculum continuum and having privileged, collaborative planning time, as reported by staff through focus groups. A numeracy leader for each team did the majority of the planning and therefore team discussion was reduced. Part-time teachers miss professional learning and a number of improvement steps were hampered by the COVID-19 pandemic.  - During the pandemic, opportunities to consolidate the instructional model in writing, including Write to Read approaches, were limited and there was a shift in school priorities during and post COVID-19 pandemic restrictions. It was found that students lacked functional computer skills and experience with typing for grammar and sentence structure in NAPLAN. NAPLAN results were received later in the year limiting opportunity to analyse NAPLAN sample writing for multimodal skill levels. The Learning Specialist position was not filled in 2022. The Panel found variation in the teaching of writing across the school, was an outcome of these challenges.  - The impact of a number of strategies put in place to improve student agency varied across the school. These initiatives had been impacted by the pandemic and teachers ability to implement strategies in online contexts. Further focus on teachers' partnering with students in goal setting and monitoring with timely feedback, was identified as needed in further development of student agency. Data and student focus-group feedback related to higher ability students indicated that they need to be further supported and challenged at point of need learning.  Current challenges include;  -A change to the model for provisions related to disability, with the implementation of the new Disability Inclusion program in 2024, requiring revision of practices and processes related to teaching, learning and wellbeing for students with PSD funding and substantive and extensive adjustments.  -Current teacher staffing challenges and a high number of part time staff has implications for the new PLC model with privileged time and associated timetabling. This also has ongoing implication for the professional learning being delivered through PLC and designated collaborative planning times. |
| Intent, rationale and focus | Inclusion of a goal focusing on maximising the learning growth of every student in literacy and numeracy, which includes targets for Year 3 as well as Year 5, was identified as a priority for the period of this SSP. Analysis of the school’s NAPLAN data indicated declining levels of students in the top two bands in reading and writing for Year 5, in 2022. Percentages in the Exceeding proficiency in 2023 were also low and below similar schools. Year 3 declined in writing, was well below similar schools and had few students in the Exceeding proficiency in 2023 for writing and numeracy. Achievement of this goal is to be supported by further embedding the work of the Professional Learning Communities initiative. This includes structures for privileged time for collaborative planning and a teaching and learning handbook for induction and consistency. This will strengthen the way teachers use data in a cycle of inquiry to differentiate for all, and challenge higher ability students.  Analysis noted that positive endorsement in the student survey of ‘student voice and agency’ was an area for further development. This was validated in discussions with students in classrooms and focus groups where agency was not consistently understood by staff and students. It was noted that strategies to promote voice and agency could be simplified. This would assist students to become more motivated, confident learners using resources, other than the teacher, to support and reflect on their mindset and effort. Identifying strategies to improve their wellbeing and connectedness to school would build their capacity to be partners in goal setting. Provision of opportunities to give feedback to teachers would also support student voice in wellbeing  Additionally, the greater engagement of students across the range of ability is a focus over the next 4 years, particularly, challenging higher ability students, as well as making adjustments for students requiring additional support. This involves developing staff data literacy in order to plan and deliver differentiated teaching and learning programs. |

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| Goal 1 | Maximise student learning growth for all students in literacy and numeracy |
| Target 1.1 | NAPLAN proficiency levels:  a. Increase the percentage of Year 3 students in the NAPLAN strong and exceeding proficiency levels:   * in Reading from 72% (2023) to 78% in 2027 * in Writing from 72% (2023) to 78% in 2027 * in Numeracy from 62% (2023) to 68% in 2027   b. Increase the percentage of Year 5 students in the NAPLAN strong and exceeding proficiency levels:   * in Reading from 72% (2023) to 78% in 2027 * in Writing from 78% (2023) to 84% in 2027 * in Numeracy from 61% (2023) to 67% in 2027 |
| Target 1.2 | NAPLAN target for student learning growth by 2027 to be confirmed and included in the SSP when benchmark data are available. |
| Target 1.3 | By 2027, the percentage of Years F-6 students assessed as being above age expected Victorian Curriculum Levels in:  a. English   * be maintained in Reading and viewing at 32% (2022) * increase in Writing from 16% (2022) to 25%   b. Mathematics   * increase in Number and Algebra from 22% (2022) to 26% |
| Target 1.4 | By 2027, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of:   * Academic emphasis from 63 % (2022) to 70% * Teacher collaboration 59% (2022) to 70% * Collective efficacy 63% (2022) to 70% |
| Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Build the capacity of middle leaders to lead effective PLCs |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Support staff to embed evidence-based instructional and assessment practices through PLC |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen differentiated learning opportunities, inclusive of high ability students |
| Goal 2 | To improve student engagement and wellbeing |
| Target 2.1 | By 2027, increase the percentage of positive endorsement on the Years 4-6 student Attitudes to School Survey for the factors of:   * Student voice and agency from 68% (2022) to 75% * Perseverance from 67% (2022) to 75% * Sense of connectedness from 70% (2022) to 78% |
| Target 2.2 | By 2027, improve the percentage of positive endorsement on School Staff Survey for the components:   * Use student feedback to improve practice from 78% (2022) to 82% * Collaborate to scaffold student learning from 70% (2022) to 78% * Trust in students and parents from 62% (2022) to 70% |
| Target 2.3 | By 2027, reduce the percentage of students with 20 or more absence days from 49% in 2022 to 25% |
| Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Deepen the whole school approach to understanding and applying student agency |
| Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |
| Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Support students to develop the skills and capabilities to positively impact wellbeing and attendance |
| Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |