

# School Strategic Plan 2018-2022

Moreland Primary School (2837)



Submitted for review by Rebecca Spink (School Principal) on 27 November, 2018 at 07:50 AM  
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 30 November, 2018 at 12:00 PM  
Awaiting endorsement by School Council President

# School Strategic Plan - 2018-2022

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| <b>School vision</b> | <p>Moreland Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p><b>VISION</b><br/>Moreland Primary School's vision is to be a community of inclusive, innovative and inspired learners.</p> <p><b>MISSION</b><br/>Moreland Primary School's mission is to:</p> <ul style="list-style-type: none"><li>• Create a culture of shared goals, trust and high expectations for all.</li><li>• Embrace an environment that is open, safe and welcoming.</li><li>• Promote and develop student voice and agency to drive action.</li><li>• Provide an engaging and challenging curriculum which promotes exploration, risk-taking and creativity.</li></ul> <p>By the time our students graduate from MPS they are:</p> <p><b>Positive Learners</b></p> <ul style="list-style-type: none"><li>- they are confident to learn new things</li><li>- they collaborate and communicate</li><li>- they think critically and creatively</li></ul> <p><b>Socially Capable</b></p> <ul style="list-style-type: none"><li>- they are respectful and honest</li><li>- they have a strong sense of self</li><li>- they have a social conscience</li></ul> <p><b>Academic</b></p> <ul style="list-style-type: none"><li>- they value all curriculum areas</li><li>- they are flexible technology users</li><li>- they are literate and numerate</li></ul> |
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|                                  | <p>Healthy</p> <ul style="list-style-type: none"> <li>- they are physically active</li> <li>- they have the skills to be resilient</li> <li>- they can make healthy decisions and build positive relationships</li> </ul>   |
| <p><b>School values</b></p>      | <p>Moreland Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.</p> <p>Supporting the MPS Vision and Mission are three core values: Respect, appreciating diversity and being considerate of how people think and live; Responsibility, empowering students to take ownership of their learning and actions; and Resilience, continually strengthening our capacity to understand challenges and create new possibilities. These values drive our culture of positive relationships, diversity and empowerment and convey the beliefs that positively influence our behaviour and the way we interact with individuals, groups and communities.</p>  |
| <p><b>Context challenges</b></p> | <p>Moreland Primary School is situated in Coburg, which is a suburb in the inner urban north of Melbourne. The physical layout of the school is an open plan learning structure on two storeys with four main learning areas accommodating multi-age classes of Prep, Year 1/2, 3/4 and 5/6. The teaching and learning areas are open environments that contain a kitchen, library and offices. The school has an auditorium used for performing arts, assemblies and physical education lessons. The school grounds include an artificial turf playground, an adventure playground, a sandpit area, grass play surfaces and shaded passive areas with vegetable and native plant beds.</p> <p>The Student Family Occupation (SFO) index was 0.4581 and the Student Family Occupation Education (SFOE) index was 0.3126 in 2017–18. The staffing profile of Moreland Primary School includes a Principal and Assistant Principal, 18.3 teachers and 4.49 full time equivalent Education Support (ES) staff.</p> <p>The school curriculum reflects the Victorian Curriculum framework, with specialist programs in the visual and performing arts, physical education and a language other than English program (Japanese) is delivered through science and visual arts. A range of extra-curricular activities are provided which include sport and performing arts. The school has a one-to-one laptop program from Year 3 to Year 6 students.</p> <p>Current key challenges for the school include building staff capacity to cater for and respond to the increasing enrolment of EAL students as well as meeting the needs of all students through individualised learning plans and differentiation across learning areas.</p> |

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| <p><b>Intent, rationale and focus</b></p> | <p>Intent:<br/>Moreland Primary School acknowledges that effective schools are learning communities and at the core is a culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement.</p> <p>Rationale:<br/>Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital. Excellence in teaching and learning means teachers are prepared with strong knowledge in their content area and have the skills to utilise high-impact pedagogical strategies to improve student learning. Teachers' own learning journeys are never complete and they actively seek opportunities for feedback and collaboration with others in an effort to improve student outcomes.</p> <p>Over the next four years we will focus on:</p> <ul style="list-style-type: none"> <li>- Building consistency and quality of teaching practice across the school to lower instances of in-school variation in student performance, beginning with a focus on Reading across the school.</li> <li>- Organising and resourcing for staff to collaborate with and receive feedback from others in order to progress their practice.</li> <li>- Conceptualising professional learning as something that happens in a teacher's daily work, and not just outside of class time, resulting in a work-embedded culture of professional learning and collaboration.</li> <li>- Professional learning activities based around how teachers improve student learning, with effectiveness measured through the impact on student outcomes over time.</li> </ul> |

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| <b>Goal 1</b>   | To improve individual student learning growth in reading.  |
| <b>Target 1.1</b>   | <ul style="list-style-type: none"> <li>• Each year all students to achieve 12 months growth in reading as measured by teacher judgements and standardised testing e.g. Progressive Achievement Tests reading based on 2017 benchmark.</li> <li>• By 2022, the percentage of Year 5 students in the top two bands of NAPLAN in reading will increase from 26 per cent to 40 per cent.</li> <li>• By 2022, the percentage of Year 3 to Year 5 students assessed as 'low growth' in NAPLAN reading will decrease from 39% to be at or below state.</li> </ul> |
| <b>Target 1.2</b>   | <ul style="list-style-type: none"> <li>• By 2022, improve the SSS positive endorsement Guaranteed and viable curriculum improvement from 72 per cent to 85 per cent.</li> <li>• By 2022, improve SSS positive endorsement for Collective efficacy from 77 per cent to 85 per cent.</li> </ul>  |
| <b>Target 1.3</b>   | By 2022, improve the AToS positive endorsement for Effective teaching time and Differentiated learning challenge based on 2018 benchmarks  |
| <b>Key Improvement Strategy 1.a</b><br>Curriculum planning and assessment | Develop rigorous formative assessment practices to inform teaching and learning.   |
| <b>Key Improvement Strategy 1.b</b><br>Building practice excellence       | Build the instructional capacity of all staff.   |

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| <b>Goal 2</b>  | To build the capacity of staff to collaborate and improve outcomes for all students.  |
| <b>Target 2.1</b>  | <ul style="list-style-type: none"> <li>• Each year all students to achieve 12 months growth in writing and number as measured by teacher judgements and standardised testing e.g. Progressive Achievement Tests based on 2017 benchmark.</li> <li>• By 2022, improve the SSS positive endorsement for Staff trust in colleagues from 56 per cent to 75 per cent.</li> <li>• By 2022, improve the SSS positive endorsement for Teacher collaboration from 49 per cent to 75 per cent.</li> </ul> |
| <b>Target 2.2</b>  | Improvement in the Professional Learning Community matrix based on the PLC self-evaluation benchmark 2018.  |
| <b>Key Improvement Strategy 2.a</b><br>Building leadership teams | Build a Professional Learning Community approach that promotes collaboration, communication, coherence and trust to drive school improvement. (BLT)   |