

# School Strategic Plan 2019-2023

Mooroopna Park Primary School (5088)



Submitted for review by Hayden Beaton (School Principal) on 16 October, 2019 at 03:52 PM

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# School Strategic Plan - 2019-2023

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<b>School vision</b>	Mooroopna Park is committed to developing socially well-adjusted children who perform academically to the best of their ability, in a safe, friendly and caring environment and to develop the necessary skills and knowledge to become equal and valued members of the community.
<b>School values</b>	<p>Mooroopna Park Primary prides itself on being a very inclusive school. We have high expectations of ourselves and others and this is demonstrated in our school expectations of 'treating others as we would like to be treated'. We persist with our learning and care for ourselves and our school. Our school values of "We are Friendly, Safe and Strong, We Persist with our Learning and We Care for our School" underpin the diversity of our school. Staff and students work together to develop emotional intelligences so that students understand how to have self-control, self-awareness, be motivated, manage relationships, develop empathy and skills of being friendly save and strong.</p> <p>Our Golden Rules comprise that we are;</p> <ul style="list-style-type: none"> <li>• Friendly</li> <li>• Safe</li> <li>• Strong</li> <li>• Polite</li> <li>• Caring</li> <li>• Truthful</li> </ul>
<b>Context challenges</b>	<p>Mooroopna Park Primary School is located in the northern end of the Mooroopna Township and is a medium to small-sized primary school with a current enrolment of 144 students. Mooroopna Park Primary was established on spacious, park-like grounds adjacent to Mooroopna Secondary College in 1980.</p> <p>Many students at Mooroopna Park Primary continue to come from low socio-economic backgrounds, the school's Student Family Occupation (SFO) of .86 places Mooroopna Park as one of the most disadvantaged schools in Victoria. Over 40% of the student population comes from indigenous backgrounds with a further 15% of students coming from various cultural backgrounds. We currently have 21 students receiving funding through the Programs for Students with Disabilities, this has continued to increase each year and far greater than the state mean. The school continues to have a high transient population with very few students completing their entire primary years at Mooroopna Park.</p> <p>The school has 20.9 equivalent full-time staff consisting of; 1.0 principal class, 1.0 Welfare/Curriculum Coordinator, 7.0 Classroom teaching staff, 7.0 Education Support staff, 1.0 Learning Specialist, 1.0 Literacy Intervention Teacher, 1.2 Specialist teaching staff, 1.0 Speech Therapist, 0.3 Chaplain, 0.2 Play Therapist and 0.2 KESO. The school currently has 7 classrooms made up of a Prep, 2</p>



	<p>Grade 1/2, 2 x Grade 3/4 and 2x Grade 5/6 classrooms. We also have a fulltime Chef and students are not required to bring along any food to school. Students are able to enjoy a breakfast each morning and are supplied with morning and afternoon tea and a hot lunch everyday.</p>
<b>Intent, rationale and focus</b>	<p>Ultimately we are aiming to continually improve the student learning outcomes of all students. By providing a consistent approach across all classroom settings and continually building teacher capacity we aim to support our students' academic, social and emotional wellbeing.</p> <p>The majority of our students are entering Foundation well behind expected levels and students oral language skills have been identified as areas of concern. Student wellbeing is a major part of our focus with 55% of our families, single parent families. Parents are finding things financially difficult and nutrition has been identified as a barrier for student's attendance and engagement at school.</p> <p>Over the next Strategic Plan we will focus on building staff capacity around curriculum knowledge, introducing the Readers and Writers Workshops across the school with an aim of creating a more consistent approach to literacy. We will also implement the Berry Street Educational Model to upskill staff with dealing with challenging behaviours and also providing the school with a consistent approach to behaviour management.</p> <p>We will continue to focus on student's oral language development and employ a full time Speech Therapist to work across the school but predominately in the junior school. We will also continue to run our Health Food Program, providing students with breakfast, morning and afternoon tea and a hot lunch each day. Since the commencement of this program we have seen an improvement in attendance and the engagement of students at school.</p>

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<b>Goal 1</b>	Improve student learning outcomes in Literacy and Numeracy for all students
<b>Target 1.1</b>	<p>Increase the percentage of students at or above the age expected level as measured by Teacher Judgement in:</p> <ul style="list-style-type: none"><li>▪ Reading from 68% (2018) to 80% (2023)</li><li>▪ Writing 75% (2018) to 80% (2023)</li><li>▪ Numeracy 79% (2018) to 85% (2023)</li></ul>
<b>Target 1.2</b>	<p>By 2023, increase the two-year moving average NAPLAN Above Benchmark Growth rate to the following:</p> <ul style="list-style-type: none"><li>• Numeracy: above 20% (2018-2019 6%)</li><li>• Reading: above 20% (2018-2019 13%)</li><li>• Writing: above 20% (2018-2019 6%)</li></ul>
<b>Target 1.3</b>	<p>By 2023, increase the two-year moving average NAPLAN At or Above Benchmark Growth rate to the following:</p> <ul style="list-style-type: none"><li>• Numeracy: above 80% (2018-2019 41%)</li><li>• Reading: above 70% (2018-2019 65%)</li><li>• Writing: above 60% (2018-2019 47%)</li></ul>

<b>Target 1.4</b>	Each Year 1-6 student assessed against the Victorian Curriculum (VC) English and Mathematics Levels 1-10 to make at least one VC Level learning progress each school year.
<b>Target 1.5</b>	<p>To increase the percentage of positive endorsement in the AToSS for Years 4 – 6 for the following factors:</p> <ul style="list-style-type: none"> <li>• Effective Teaching time from 71.5% (2018) to 80%</li> <li>• Stimulating Learning from 48.2% (2018) to 80%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop an agreed instructional model that is consistently implemented by all staff
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality teaching and learning
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Build the capacity of all staff to use evidence based targeted teaching consistently across the school
<b>Goal 2</b>	To improve student engagement and wellbeing
<b>Target 2.1</b>	<p>By 2023 the percentage of Year 4-6 students responding positively to the following measures in the Student Attitudes to School Survey to be at or above 80%</p> <ul style="list-style-type: none"> <li>○ Attitudes to attendance (2018 - 39.5)</li> <li>○ Motivation and Interest (2018 - 78.2)</li> <li>○ Resilience (2018 - 66.3)</li> <li>○ Self-regulation and goal setting (2018 - 62.5)</li> <li>○ Sense of confidence (2018 - 72.7)</li> </ul>

<b>Target 2.2</b>	 <p>By 2023 in the Parent Opinion Survey positive response to be at or above 90% for the following measures:</p> <ul style="list-style-type: none"> <li>○ School Connectedness (2018 - 11.4%)</li> <li>○ Student Motivational Support (2018 - 78.3%)</li> <li>○ Effective Teaching (2018 - 95.2%)</li> </ul>
<b>Target 2.3</b>	 <p>To decrease average student absence days from 27 FTE (2018) 20 FTE days by 2023.</p>
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Develop and implement a whole school approach to student behaviour management
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Enhance curriculum and lesson planning that enables students to celebrate their own learning growth
<b>Goal 3</b>	To improve student motivation as learners
<b>Target 3.1</b>	<p>By 2023 the percentage of Year 4-6 students responding positively to the following measures in the Student Attitudes to School Survey to be at or above 80%</p> <ul style="list-style-type: none"> <li>● Self-regulation and goal setting (2018 - 62.5%)</li> <li>● Sense of connectedness (2018 - 56.9%)</li> </ul>

	<ul style="list-style-type: none"> <li>• High expectations for success (2018 - 51.8%)</li> <li>○ To increase the positive endorsement percentage for Student Voice and Agency on the Attitudes to School Survey from the 2018 baseline score of 81% to 85% by 2023</li> <li>○ To increase the positive endorsement percentage for Teacher Concern from the 2018 baseline score of 80.4% to 85% by 2023</li> </ul>
<b>Target 3.2</b>	<p>In the Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>○ To improve Parent Opinion around Student Voice and Agency from 88.6% (2018) to 90%+ by 2023</li> <li>○ To improve Parent Opinion around Confidence and Resilience Skills to 87.7% (2018) to 90%+ by 2023</li> </ul>
<b>Target 3.3</b>	<p>Improve Staff Opinion survey in the following areas:</p> <ul style="list-style-type: none"> <li>○ Academic Emphasis from 42.9% to 90% by 2023</li> <li>○ Collective Focus on Student Learning from 81.3% to 90% by 2023</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Embed student voice and agency in student learning
<b>Key Improvement Strategy 3.b</b> Evaluating impact on learning	Build teacher capacity to analyse data to teach to student's point of learning

<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Develop student's meta-cognitive strategies in their learning
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