

School Strategic Plan 2021-2025

Moyston Primary School (1263)



Submitted for review by Natalie Dowsett (School Principal) on 08 December, 2021 at 12:02 PM

Endorsed by Anne Gawith (Senior Education Improvement Leader) on 08 December, 2021 at 12:02 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2021-2025

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School vision	Moyston Primary School's vision is committed to providing a learning environment that is friendly, healthy, dynamic and respectful. We strive to provide an education that empowers all students to reach their personal best intellectually, creatively, physically and socially.
School values	<p>Moyston Primary School's mission is to develop our students' sense of belonging and an understanding of the importance of taking responsibility for their own learning.</p> <p>This takes place in a caring learning environment that engages students to work towards achieving their personal best in an atmosphere of mutual respect and cooperation, and assisting them to become valued members of the community.</p> <p>Moyston Primary School's values are Resilience, Responsibility and Excellence.</p> <p>Resilience: I bounce back and don't give up. I make the right choice when dealing with difficult situations.</p> <p>Responsibility: I am trustworthy, reliable, and able to make safe and sensible decisions. I take ownership of my actions.</p> <p>Excellence: I strive to always achieve my best. I try to be as good as I can.</p>
Context challenges	<p>Throughout the duration of the 2017-2021 School Strategic Plan, we faced a number of successes and challenges. During the School Strategic Plan, the school has had an Acting Principal on two occasions. During the last strategic plan we have developed the capacity of staff and strengthened our connection with the community which resulting in learning growth for our students. We also faced challenges in embedding and sustaining new practice, mainly due to so many priority areas and the limitations of having a very small staff. However, through these challenges we have identified how we can work effectively together to support student growth and imbed whole school practices.</p> <p>Consistency of teacher practice and the implementation of a school wide pedagogical model will lead to sustained improvement in student learning and well being outcomes. Inclusive education for all students will be a primary focus in the next strategic period, as will developing opportunities to enhance student voice and agency. The Panel concluded that the instructional models were evident and the review of the assessment schedule had enabled a closer alignment in the triangulation of the data collected. The evaluation of the instructional models and focus on including the evidence-based high-impact teaching strategies would further enhance the teaching practice and build capacity to deliver point of need teaching to the multi age cohorts in the classes.</p> <p>The Panel agreed that whilst there was a range of strategies in place the next piece of work was to establish a whole school approach to voice and agency that was shared with the families to build upon the partnership and further develop engagement with</p>

	<p>learning.</p> <p>In the next strategic period we will be facing additional challenges because our student cohort is changing. We have increased numbers of students in OoHC, with disabilities and from an ATSI background and as a school we will strive to provide an inclusive education for all.</p> <p>An ongoing challenge for our school will be managing staff mobility and ensuring that high levels of trust remain between the school and the Moyston Community.</p>
Intent, rationale and focus	<p>The school review panel recommended the following key directions for the next school strategic plan:</p> <p>GOAL 1</p> <p>To maximise learning growth and achievement for all students.</p> <p>RATIONALE:</p> <p>The Panel analysed the datasets over the past SSP and confirmed that the key strategies implemented had a positive impact. It was agreed that there was a need to review the strategies and focus on improving teacher data literacy to then deliver point of need of teaching for both growth and achievement of all students.</p> <p>GOAL 2</p> <p>To strengthen student engagement and wellbeing.</p> <p>RATIONALE:</p> <p>The school is located in a small but very cohesive and supportive community. The Panel reviewed the evidence provided by students, teachers and parents about the extensive links with the wider community. It was agreed by the Panel that the second goal should be focused on both engagement and wellbeing particularly as the cohorts were small and AtSS does not enable data to be generated.</p> <p>In 2022, the priority will be around reviewing and further refining practices in PLC implementation across the school. There will be a key focus on Literacy, and Numeracy. More work will be undertaken in the implementation of the school base Reading and Writing teaching model, and in embedding consistent practice across these areas. In Numeracy we will build capacity to build knowledge in Number and Algebra.</p>

	<p>PLC core professional learning will be undertaking in 2022, working closely another like school.</p> <p>The school will continue to seek opportunities to further investigate best practice in other schools, through the Pyrenees and Ararat COP with specific focus on supporting and linking graduate and new teachers.</p> <p>The school improvement team will begin to investigate ways to bring student voice into learning, across the school, as well as increased parent engagement.</p> <p>Each year, as a leadership team, we will develop a sharp and narrow focus for the school, ensuring practices are consistent to the needs of our students and families. Practices will be embedded and regularly reviewed throughout the life of the 2021-2025 SSP.</p>
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Goal 1	To maximise learning growth and achievement for all students,
Target 1.1	<p>NAPLAN Benchmark growth:</p> <p>By 2025, the percentage of Year 5 students assessed as meeting or above benchmark growth will increase: (Two year moving average)</p> <ul style="list-style-type: none"> • Reading from 50 per cent in 2021 to 75 per cent (tbc) • Writing from 75 per cent in 2021 to 100 per cent (tbc) <p>By 2025, the percentage of Year 5 students assessed as above benchmark growth will increase:</p> <ul style="list-style-type: none"> • In Numeracy from 33 per cent in 2021 to 50 per cent
Target 1.2	<p>NAPLAN Students by bands (* due to the small cohorts the middle bands were also included as targets.)By 2025, the percentage of:</p> <p>Year 3 students in the top two bands to increase in:</p> <ul style="list-style-type: none"> • Reading from 38 per cent in 2021 to 60 per cent • Writing from 67 per cent in 2021 to 80 per cent • Numeracy from 44 per cent in 2021 to 50 per cent

	<p>Year 5 students in the top two bands to increase in:</p> <ul style="list-style-type: none"> • Numeracy from 29 per cent in 2021 to 31 per cent <p>Year 5 students in the middle and top two bands to increase in:</p> <ul style="list-style-type: none"> • Reading from 50 per cent in 2021 to 100 per cent • Writing from 75 per cent in 2021 to 100 per cent
Target 1.3	<p>Teacher Judgement:</p> <p>By 2025, the percentage of F-6 students assessed as being at or above age expected level on the Victorian Curriculum Levels F-10 to increase:</p> <ul style="list-style-type: none"> • Reading and Viewing from 70 per cent in 2020 to 85 per cent (tbc) • Writing from 62 per cent in 2020 to 77 per cent (tbc) • Number and Algebra from 79 per cent in 2020 to 84 per cent (tbc) <p>(Targets to be confirmed as 2020 baseline data used)</p>
Key Improvement Strategy 1.a Building practice excellence	Enhance teacher practice through the consistent implementation of the agreed school wide pedagogical model.
Key Improvement Strategy 1.b Evaluating impact on learning	Build teacher capacity to effectively utilise student assessment data to deliver point of need teaching
Goal 2	To strengthen student engagement and wellbeing.

Target 2.1	<p>Student Attitudes to School Survey</p> <p>As the school numbers for Years 4-6 are too small for inclusion in the AtSS the school will develop and administer a survey based on the AtSS format.</p>
Target 2.2	<p>Parent Opinion Survey</p> <p>By 2025, the percentage of parents reporting positive endorsement in the Parent Opinion Survey measures will increase in:</p> <ul style="list-style-type: none"> • Student voice and agency from 89 per cent (7 per cent neutral) in 2020 to 93 per cent. (tbc) • Confidence and resiliency skills from 89 per cent in 2020 (6 per cent neutral) to 92 per cent. (tbc) • Respect for diversity from 89 per cent in 2020 (7 per cent neutral) to 93 per cent. (tbc) • Student connectedness from 89 per cent in 2020 (4 per cent neutral) to 91 per cent. (tbc) • Teacher communication from 89 per cent in 2020 (6 per cent neutral) to 92 per cent. (tbc) <p>(Targets to be confirmed as 2020 baseline data used)</p>
Target 2.3	<p>Attendance</p> <p>By 2025, the percentage of students (P-6) with 20 or more days absent will decrease from 15 per cent in 2020 to xx per cent.(tbc)</p> <p>(Target to be confirmed as 2020 baseline data used)</p>
Key Improvement Strategy 2.a	<p>Develop and implement a whole school approach to student voice and agency.</p>

Empowering students and building school pride	
Key Improvement Strategy 2.b Health and wellbeing	Monitor and strengthen the wellbeing program.