

# School Strategic Plan 2020-2024

Montmorency South Primary School (4925)



Submitted for review by Naomi Ivers (School Principal) on 08 February, 2021 at 12:12 PM

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# School Strategic Plan - 2020-2024

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<b>School vision</b>	<p>'Together we learn, lead and achieve'</p> <p>Montmorency South Primary School is a school where staff, students, and parents all enjoy the mutual respect and caring essential for growth and learning. We aim to create the best possible environment to enable children to explore their potential and to cater for children's individual needs. Our vision is the healthy development of every child so that each has the knowledge, skills, and resiliency to be successful in a rapidly changing world.</p> <p>Our objective is to provide a positive and varied academic program for the students which includes: Quality educational programs.</p> <ul style="list-style-type: none"><li>• Focus on achieving good literacy and numeracy skills for ALL children.</li><li>• Promote and nurture a close relationship between home and school.</li><li>• Highly trained and motivated staff with a commitment to their own learning.</li><li>• Regular staff training and Professional Development to ensure teachers' skills are updated</li></ul>
<b>School values</b>	<p>Our values are based on a learning program known as Tribes. The Tribes mission is to ensure the healthy development of every child so that each has the knowledge, skills and resilience to be successful in our rapidly changing world. Tribes is a cultural process that enhances the capacity of a whole school community to build an inclusive, emotionally safe, brain compatible learning environment, a process that engages all students as active lifelong learners. Students achieve because they:</p> <ul style="list-style-type: none"><li>• feel included and appreciated by peers and teachers</li><li>• are respected for their different abilities, cultures, gender, interests and dreams</li><li>• are actively involved in their own learning</li><li>• have positive expectations from others that they will succeed.</li></ul> <p>The Tribes process creates a positive learning environment, where each individual is valued. There are shared understandings about how people treat each other, and children are involved in cooperative group learning and self-reflection. Tribes is a step-by-step process to achieve specific learning goals. Five agreements are honoured in our school:</p> <ul style="list-style-type: none"><li>• Attentive listening</li><li>• Appreciations / No put downs</li></ul>

	<ul style="list-style-type: none"> <li>• Mutual respect</li> <li>• Right to think</li> <li>• Personal best</li> </ul> <p>Students learn a set of collaborative skills so they can work well together in long-term groups (Tribes). The focus is on how to:</p> <ul style="list-style-type: none"> <li>• help each other work on tasks</li> <li>• set goals and solve problems</li> <li>• monitor and assess progress</li> <li>• celebrate achievements.</li> </ul> <p>The Tribes process is recognised as a very successful cooperative learning model because it teaches and gives daily practice to important individual and team building skills.</p>
<b>Context challenges</b>	<p><b>PLC:</b> Whilst PLC structures have been implemented and embedded at MSPS, the next level of work with PLC is to ensure new staff are unskilled with PLC processes. Our next area of work to develop will be to continue to strengthen links with other network schools regarding implementation of PLCs.</p> <p><b>Student voice and agency:</b> Students have expressed an interest in being provided further challenging options for learning tasks. Ensuring collaborative tasks are frequently presented so student's can extend each others thinking and provide different perspectives and promote curiosity.</p>
<b>Intent, rationale and focus</b>	<p>MSPS will focus on achieving the following over the next four years;</p> <ul style="list-style-type: none"> <li>• building student voice and agency to improve student engagement in learning</li> <li>• improving student learning achievement and growth in Literacy with a focus on writing</li> <li>• improving student learning achievement and growth in Numeracy</li> </ul> <p>As an identified PLC Link school, the school has worked hard to embed an inquiry approach to improve student learning outcomes. Further use of the PLC Framework will enhance the professional growth and development of teachers and their ability to build practice excellence, particularly in literacy, numeracy and curriculum planning.</p> <p>Whilst our school achievement outcomes are high, and curriculum planning is cohesive we believe that a focus on further differentiation to cater to the point of need of each student is important to develop. Embedding a consistent approach to differentiating to each students point of need across the school will assist in improving student learning outcomes, with a particular focus on extending high achievers.</p> <p>Although student voice and agency is apparent across the school with the various leadership opportunities currently presented, a</p>

	<p>future focus will be to develop student voice and agency more deeply in the classroom. It will be a priority to develop student understanding of the stages of their own learning which will then empower them to achieve to the best of their ability.</p>
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<b>Goal 1</b>	To improve student learning achievement and growth in Literacy and Numeracy
<b>Target 1.1</b>	<p>Top two bands Literacy NAPLAN:</p> <ul style="list-style-type: none"><li>• To increase the % of students in the top 2 bands in NAPLAN Year 5 Reading from 50% in 2019 to 60% by 2024</li><li>• To increase the % of students in the top 2 bands in NAPLAN Year 5 Spelling from 35% in 2019 to 44% by 2024</li></ul> <p>Top two band Numeracy NAPLAN:</p> <ul style="list-style-type: none"><li>• To improve the percentage of students in the top two bands for year 5 Numeracy from 45% in 2019 to 50% by 2024</li></ul>
<b>Target 1.2</b>	<ul style="list-style-type: none"><li>• To improve Teacher Judgements in Writing P to 6 students above expected level from 29% 2019 to 40% 2024</li><li>• To improve Teacher Judgements in Number and Algebra P to 6 for students above expected level from 48% from 2019 to 55% by 2024</li><li>• To improve Teacher Judgements in Statistics and Probability in years 4 to 6 from 23% year 4, 42% year 5 and 37% year 6 in 2019 to 50% in each year level by 2024</li></ul>

<b>Target 1.3</b>	<p>NAPLAN Growth:</p> <ul style="list-style-type: none"> <li>• To improve two year moving average at or above benchmark growth in Reading NAPLAN year 3 to 5 from 76% in 2019 to 83% by 2024</li> <li>• To improve two year moving average at or above benchmark growth student growth in Writing NAPLAN year 3 to 5 from 75.5% in 2019 to 83% by 2024</li> </ul>
<b>Target 1.4</b>	SOS to improve teacher collaboration from 68% Positive Endorsement in 2020 to 80% by 2024
<b>Target 1.5</b>	POS To improve Teacher Communication from 77% PE 2019 to 85% PE by 2024
<b>Key Improvement Strategy 1.a</b> Building practice excellence	To build a whole school culture of high expectations for learning
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Embed a whole school literacy and numeracy instructional model that is consistently applied across the school.
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Building teacher capacity in curriculum knowledge of continuum learning in literacy and numeracy.
<b>Key Improvement Strategy 1.d</b> Curriculum planning and assessment	Building staff capacity to differentiate learning so that all children achieve their potential
<b>Goal 2</b>	To improve student engagement in learning

<b>Target 2.1</b>	SATS To improve positive endorsement in Teacher Concern in the SATS survey from 75% in 2019 to 85% in 2024
<b>Target 2.2</b>	SATS To improve positive endorsement for Student Voice and Agency for Males from 63% (Male 63% Female 79% 2019) in 2019 to 75% in 2024.
<b>Target 2.3</b>	POS To maintain or improve student voice and agency from benchmark 81% in 2019 to 90% in 2024 (Parent Opinion Survey)
<b>Target 2.4</b>	Attendance: To improve average days absent three year average from 13 days 2017 to 2019 to 12 days 2022 to 2024
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Building teacher and student capacity to develop and monitor and achieve personal student achievement learning goals.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Building teacher capacity to provide targeted and timely feedback to students and parents and utilise feedback to inform teaching practices.
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Activating student voice and agency (including co-designing and influencing curriculum planning, teaching and learning).
<b>Key Improvement Strategy 2.d</b>	To develop a culture of inquiry within the school curriculum.

Evidence-based high-impact teaching strategies