

School Strategic Plan 2019-2022

Montmorency Primary School (4112)



Submitted for review by Janene Worsam (School Principal) on 14 June, 2019 at 10:54 AM

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School vision	To provide a safe, supportive and positive environment embodying quality learning opportunities in order to maximise academic, social and community potential. We value positive, challenging and rich learning experiences which will assist in the development of curious and resilient learners.
School values	The values which form the basis of our whole school community actions are: Learning, Friendship, Safety and Respect. Our school values are the principles that guide all that we do to improve student learning.
Context challenges	<p>Montmorency Primary School is a medium sized primary school located in the centre of Montmorency.</p> <p>The school provides an approved curriculum framework: Foundation–Year 6, based on the Victorian Curriculum. Classroom teachers and specialists plan differentiated activities and effectively use student data to ensure programs provide rigour and challenge. Specialist programs include Visual and Performing Arts, Music, Physical Education, Japanese and the Stephanie Kitchen Garden program.</p> <p>Information and Communication Technology (ICT) includes access (1:2 ratio) to iPads in Foundation to Year 2 and Notebook computers in Years 3–6. Every classroom is equipped with a large screen television with network access. Digital technology learning is scheduled into all class timetables Foundation to Year 6 as a tool to support the learning.</p> <p>MPS will continue to promote learner agency amongst our students in the aim to encourage metacognition and inquiring minds. Staff at MPS will aim to grow independent and curious citizens as we continue to focus on the implementation of the Framework for Improving Student Outcomes, pursuing the four priority areas and six initiatives.</p> <p>A number of initiatives have been introduced to focus on building positive and caring relationships, including: lunchtime clubs (for example: colouring, art, yoga, coding, origami, board games, dance and drama), whole school cross–age activities and daily mindfulness and gratitude practices.</p> <p>In 2017, MPS became a Lead School in the Respectful Relationships Program and in 2019, the school formed a partnership with The Resilience Project. These programs will continue to be embedded throughout the Strategic Plan period.</p> <p>Parents have a range of opportunities to be involved in the school including membership on School Council and relevant subcommittees, Parents and Friends Association and Parent Classroom/Kitchen/Garden helpers. Parent involvement is encouraged</p>

	to support both curricular and extra-curricular programs and in learning-at-home approaches.
Intent, rationale and focus	<p>Raising achievement and improving learning growth in Mathematics, English and Inquiry will be a continued focus. Key improvement strategies and current effective practices in the following areas will support this focus:</p> <ul style="list-style-type: none"> • Whole school approach to curriculum planning and differentiated teaching and learning protocols • Development of teacher capability to support consistency of curriculum delivery, detailed data analysis and effective moderation of teacher judgement of student learning outcomes • Teacher usage of High Impact Teaching Strategies • Embedding feedback, reflection and coaching within our teaching practice <p>Over the course of the new strategic plan, MPS will work towards increased student voice to influence decisions about learning, whereby students will work to become advocates and active agents in shaping their learning. This focus which is underpinned by key improvement strategies, to increase effective practices which:</p> <ul style="list-style-type: none"> • Create a collaborative learning environment that is responsive to student needs and aspirations • Expand student choice of learning goals, activities, duration and in opportunities to be challenged • Enhance students' capacity as curious, motivated, self-regulating and resilient learners • Strengthen social and emotional learning approaches to build students' self-management and awareness, empathy and relationship skills • Extend the whole school focus upon curiosity and achievement by enabling students to think explicitly about their learning and to evaluate and describe their progress

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Goal 1	Raise achievement and improve learning growth in Literacy and Numeracy for all students
Target 1.1	<p>NAPLAN</p> <p>High relative growth 3-5 to be:</p> <ul style="list-style-type: none">• Numeracy: from 9.5% in 2018 to above 25% in 2022• Reading: from 19% in 2018 to above 25% in 2022• Writing: from 25% in 2018 to above 25% in 2022 <p>Low relative growth 3-5 to be:</p> <ul style="list-style-type: none">• Numeracy: from 38.1% in 2018 to be 25% or lower in 2022• Reading: from 28.6% in 2018 to be 25% or lower in 2022• Writing: from 29.4% in 2017 to be 25% or lower in 2022
Target 1.2	<p>The percentage of students (Foundation–Year 6 average) assessed above expectations to be:</p> <ul style="list-style-type: none">• Reading: from 45.8% in 2018 to 55% in 2022• Writing: from 22.8% in 2018 to 25% in 2022• Speaking and Listening from 11.32% in 2018 to 40% in 2022• Number and Algebra from 27.4% in 2018 to 40% in 2022• Measurement and Geometry from 18.9% in 2018 to 40% in 2022• Statistics and Probability from 12.14% in 2018 to 40% in 2022

Target 1.3	<p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Understand formative assessment: from 67% in 2018 to 80% in 2022 • Understand how to analyse data: from 67% in 2018 to 80% in 2022 • Moderate assessment tasks together: from 60% in 2018 to 80% in 2022 • Use data for curriculum planning: from 67% in 2018 to 80% in 2022
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Continue to build the instructional practice of every teacher by further clarifying, documenting and implementing whole-school approaches to teaching and learning
Key Improvement Strategy 1.b Curriculum planning and assessment	Further enhance data literacy through participation in the DET PLCs initiative (CPA)
Key Improvement Strategy 1.c Curriculum planning and assessment	Enhance curriculum planning through the development and implementation of a learning continua in English and Mathematics
Goal 2	Enhance the intellectual engagement of all students
Target 2.1	<p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Student voice and agency: from 58% in 2018 to 85% in 2022
Target 2.2	Variables in the SSS to reflect the following endorsement:

	<ul style="list-style-type: none"> • Use student feedback to improve practice: from 60% in 2018 to 85% in 2022
Key Improvement Strategy 2.a Empowering students and building school pride	To enhance teacher capability to provide opportunities for students to exercise authentic agency in their learning
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Enhance feedback to students from teachers, and to teachers from students
Goal 3	Develop highly motivated, creative and adaptive students who can contribute to, and benefit from, a stimulating 21st Century learning environment
Target 3.1	Variables in the AToSS to reflect the following percentage of positive student responses: <ul style="list-style-type: none"> • Stimulated learning: from 72% in 2018 to 90% in 2022 • Motivation and Interest: from 77% in 2018 to 90% in 2022
Target 3.2	Variables in the SSS to reflect the following endorsement: <ul style="list-style-type: none"> • Focus learning on real life problems: from 80% in 2018 to 90% in 2022
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Revisit, enhance and refine the school's inquiry approach

Key Improvement Strategy 3.b Building practice excellence	Develop a strategic professional learning plan to build teacher capacity to implement the school's inquiry approach
Key Improvement Strategy 3.c Empowering students and building school pride	Continue to create opportunities to involve students in decision-making about how they can make a difference to their local and global communities