

MOSSGIEL PARK PRIMARY SCHOOL Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: <i>Jenny Scott</i> Jennifer L Scott	9 May 2017 Jennifer L Scott 12 Dec 2017	[name] [date]
School council: <i>Narelle Blackwell</i> Narelle Blackwell	9 May 2017 Narelle Blackwell 12 Dec 2017	[name] [date]
Delegate of the Secretary: <i>Leonie Campbell</i> Leonie Campbell	28 May 2017 [name]..... [date]	[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>School Vision To provide the best educational opportunities for all students</p> <p>At MPPS we strive to:</p> <ul style="list-style-type: none"> Actively develop a partnership between parents, teachers, students and our community. Maintain a child-centred curriculum that emphasises success, challenge and enjoyment in learning. Provide a happy, safe and supportive learning environment. Encourage students to be involved in decisions and take substantial responsibility for their own learning. Promote the uniqueness of one's identity and self-worth in the community. 	<p>These values connect us as a learning community:</p> <ul style="list-style-type: none"> Compassion and caring Respect Acceptance of others Honesty Persistence and determination Responsibility and Co-operation <p>As professionals we share these values:</p> <ul style="list-style-type: none"> Integrity Fairness Professional and Social Responsibility Confidentiality Equality and Opportunity 	<p>Mossgiel Park Primary School is well known in the local community for a strong commitment to excellence in learning for all students.</p> <p>Our SFO of 0.62 reflects the disadvantaged nature of many of our families. Some of our parents (both NESB and English-background) have very low levels of literacy, and there are many families with inter-generational histories of unemployment and poverty. We experience high levels of transience.</p> <p>Learning can be impacted by the prevalence of families taking extended overseas holidays during school terms. A number of families return to their birth country every second year; holidays can range from 2-3 weeks to 6 months.</p> <p>Building Practice Excellence: Improvement in Literacy achievement remains a high priority for MPPS. Writing achievement has trended upward for the initial two years of the implementation of the Big Write and VCOP however there is much to be done to imbed effective practice, moderate and refine assessment and ensure a consistent whole school approach in order to sustain student growth. Differentiation of learning is necessary to ensure the optimum environment for improved learning outcomes. Targeted, formative data collected by data literate professionals is at the basis of this direction</p> <p>Building Communities: Research indicates that children benefit when a strong relationship between home and school is evident. A diverse community will need a multi-purpose approach to communication and varied opportunities to interact with, and be involved in, student learning opportunities. We recognise the importance of effective feedback loops in improving teaching and learning and plan to build teacher to student, teacher to parent, teacher to teacher, student to teacher, student to parent, student to student and parent to teacher, parent to student feedback loops.</p> <p>Effective communication is vital to building and strengthening the inclusive, informed and participative community at the heart of our school so we will focus also on introducing 21st century communication tools, increasing parent participation and providing new opportunities for parent learning.</p> <p>Alignment with FISO: Setting high impact priorities and initiatives to improve learning outcomes will assist our school to focus on continuous improvement of practice and excellence in student achievement, engagement and wellbeing. Our third key FISO initiative, Student Achievement & Engagement: Building practice excellence will focus on the new Victorian curriculum; with an aim to embed the four capabilities across the curriculum by 2020.</p>	<p>Our intent is to provide the best educational opportunities for all students and to maintain our current high level of student achievement.</p> <p>By focusing on Practice Excellence, Building Communities and other elements of the DET FISO model we will enhance the partnership between the school, students and their parents.</p>
Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To maximise the learning growth for all students with the norm being at least one year's growth for one year's learning in Reading and Writing.	Student Achievement: Building practice excellence	<p>Consolidate teacher understanding of effective assessment practice so that consistency in teacher judgement is evident.</p> <p>Use PLTs to moderate practice and design strategies to meet the specific learning needs of students through explicit teaching strategies.</p> <p>Use an evidence-based approach to effectively drive teaching and learning.</p>	Targets: Across all year levels, 80% of students will meet or exceed a minimum of one year of learning growth as measured by the Victorian Curriculum learning continuum in Reading and Writing each year
To investigate, develop implement and review a multifaceted approach to whole school communication and community involvement in learning	Engagement and Wellbeing: Parents and carers as partners	<p>Utilize 21st century communication tools to communicate with our community about what children are learning and to suggest what parents can do to help.</p> <p>Design opportunities for three-way feedback between parents, teachers and students to improve learning outcomes.</p>	Targets: The Parent Opinion Survey will reflect an improvement in General Satisfaction to be in the 3 rd Percentile by 2020. Parent and Community Involvement will be in the 4 th quartile of The Staff Opinion Survey by 2020. The SATS variable <i>School Connectedness</i> will be in the 4 th quartile by 2020.
To improve the school's continuum status in the FISO dimension of <i>Building Practice Excellence</i> with a particular focus on embedding knowledge and building teacher practice in the Victorian Curriculum Capabilities.	Student Achievement & Engagement: Building practice excellence	<p>Embed teacher knowledge of the Victorian Curriculum capabilities inclusive of:</p> <ul style="list-style-type: none"> Critical and Creative Thinking; Personal and Social Learning,; Ethical Capability; and Intercultural Capability. 	Targets: Increased pedagogical knowledge and whole school implementation of the Victorian Curriculum, and the Capabilities in particular, is evident in teacher and unit planning documentation. The Staff Opinion survey (Prin/Teacher response) will reflect the school focus on Building Practice Excellence with scaled scores of 80 or above for: Collective Efficacy, Collective Responsibility, Teacher Collaboration and Guaranteed and Viable Curriculum.

