

MOSSFIEL PRIMARY SCHOOL 5002 Strategic Plan 2017-2020

Endorsement	Principal:	Maureen Price	8 Mar 2017	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
	Principal:	Maureen Price	8 Mar 2017[name].....[date][name].....[date]
	School council:	Brenda Fisher	8 Mar 2017[name].....[date][name].....[date]
	Delegate of the Secretary:	[name]	[date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><i>We are a resilient, respectful community of learners.</i></p> <p>At Mossfiel Primary School, students are supported to achieve their personal best academically, socially and emotionally. Students are encouraged to become courteous, self-managing, resilient and independent students who have a sense of social responsibility and who are effectively prepared for life in an ever-changing world.</p> <p>We aim to set high expectations and “personal best” attitudes and recognise and acknowledge excellence in the wide range of school experiences. We support students’ Critical and Creative Thinking in the 21st century.</p> <p>We aim to foster resilience and respect in a dynamic learning environment that enriches and empowers each individual, in a safe and nurturing community.</p> <p>Vision We will develop:</p> <ul style="list-style-type: none"> • Successful, Passionate and Inspired Learners who <ul style="list-style-type: none"> - engage with learning purposefully and persistently - make continual progress to achieve their full potential - rise to challenges and take opportunities - achieve their personal best • Informed, Active and Thoughtful Citizens who <ul style="list-style-type: none"> - choose to be mindful, responsible and positive - think deeply, ask questions, explore possibilities, innovate - generate ideas and translate them into meaningful community action - show compassion, kindness, respect and acceptance • Confident, Creative and Resilient Individuals who <ul style="list-style-type: none"> - take risks and apply learning meaningfully - learn and implement positive thinking growth mindsets - develop and demonstrate curiosity and courage 	<p>Mossfiel Values: <i>THINK Excellence</i> <i>THINK Resilience</i> <i>THINK Respect</i> <i>THINK Community</i></p> <p>Excellence - <i>To always do the best that you can do – in your learning, your friendships, your manners and your behaviour.</i> You must always strive to be the best you can be: <ul style="list-style-type: none"> ✓ Strive to do your best learning ✓ Always treat others using your best manners and behaviour </p> <p>Pursuing excellence in all aspects of life brings out the best in our students, and fosters the sense of personal satisfaction that fuels further improvement and success. They learn that rising to high expectations, striving for goals and performing with distinction takes self-reflection, resourcefulness, resilience and hard work.</p> <p>Respect - <i>To earn respect we must show it to others.</i> You can help others to respect you by: <ul style="list-style-type: none"> ✓ Being fair, honest, caring, empathic and co-operative ✓ Treating all people with respect (students, staff parents and other adults) ✓ Supporting your friends ✓ Not accepting or being involved in bullying behaviour – tell an adult if you see unacceptable behaviour </p> <p>Resilience – <i>To achieve success, we must try hard and make an extra effort. When the challenge becomes hard, we need to persist and try different methods and strategies until we find one which works for us.</i> You can show resilience by: <ul style="list-style-type: none"> ✓ Thinking that I can do it if I keep trying new strategies ✓ Bouncing back after a setback </p> <p>We expect everyone to achieve their best by adopting positive attitudes and overcoming challenges. This fosters the confidence, resilience and courage needed to try new things, learn from mistakes and realise academic and personal potential.</p> <p>Community - a genuine sense of connectedness, care and inclusion. You can build our community by: <ul style="list-style-type: none"> ✓ helping each other ✓ accepting the rights and responsibilities that come with the privilege of community, ✓ celebrating diversity ✓ recognising the part we play collectively and as individuals in upholding the common good. </p> <p>We challenge our students to become empowered, global citizens, ready to embrace the world, who have the capacity to make meaningful community contributions and understand the importance of social justice. We are committed to promoting and practising mindfulness, advocating for the rights of others, sustainability and community service.</p>	<p>The overall socio-economic profile for the school is in the low category. The 2017 SFO [0.6647] has stabilised over the past few years and our SFOE in 2017 is 0.5869, both in the high school level band. There are high numbers of students requiring literacy and numeracy support upon entry to the school. The school also has approximately 40% of EAL students including 8.4% from a refugee background mostly from Burma. Our Multi-Cultural Education Aide has strong links to the Burmese community and involves our Burmese community closely with the school through his translation and interpreting support.</p> <p>Most of the students in our school are highly motivated to learn. The school includes 55% disadvantaged students who receive CSEF funding. We have a highly mobile student population [47% retention rate, average stay at Mossfiel is 3.5 years] and we need to promptly identify and address learning needs with these students. Our Attendance data has improved in the last 2 years. Relative to similar schools, we have slightly above average absence rate for students including a similar rate to similar schools for students with extremely high absenteeism <20 days p.a.</p> <p>Our School Entry data, as identified by parents, shows a high level of concern about language skills and peer problems. The data shows our school in the second lowest band of risk for general development and in the second highest band for social, emotional and behavioural development when compared to all government schools. Student NAPLAN data indicates similar growth for students in Numeracy and below growth in both Reading and Writing, relative to the similar schools group. Student NAPLAN achievement data indicates below average results in Numeracy and Reading and well below results in Writing relative to similar schools. We have between-class variations in student growth results in Teacher Judgements in Literacy and Numeracy. Our data shows a low percentage of students are assessed at above expected levels in all English modes and Mathematics strands. This is also indicated in our NAPLAN results.</p> <p>Our Students are keen to learn and enjoy the wide variety of extra-curricular activities provided from Sport, the Arts, Gardening Club, Computer Club, Public Performances, camps and excursions. As a school with a diverse group of students we celebrate diversity through a range of school-wide activities, e.g. Apology Day, Harmony Day, Easter Hat Parade, Footy Day. Our students receive strong programs in Physical Education and Sport along with The Arts and an Italian Language programs at all year levels. All students participate in an explicitly taught Social-Emotional Learning Program and a Buddy Program to further develop their skills needed in our world today. We are a BYOD iPad school and students use the device and apps as a routine learning tool along with the desktop, Interactive whiteboards and apple TVs. They receive a specialist Digital Technology program as well as a popular classroom STEM program.</p> <p>Student survey data indicators show 45% positive responses for learning confidence, 54% positive responses for school connectedness, 62% positive responses for teacher empathy and 15% positive responses for classroom behaviour, though the data shows 74% neutral response for classroom behaviour.</p> <p>The staff population profile includes a range of experience with concentrations at the most experienced and the least experienced levels. The teaching staff in 2017 has 37 teachers including an EFT of 32.7 [10 part-time teachers] and 14 of these are at Classroom 1 level. Our Staff Opinion survey results indicate low results in collective efficacy and academic emphasis which needs to be addressed through the strengthening of the PLCs and the rigorous focus on the guaranteed and viable curriculum. Our staff are highly committed to the development of our students and are motivated to improve.</p> <p>Our school has a small band of committed parents who are involved in school activities including a twice weekly Breakfast program, Parents and Friends along with our School Council.</p>	<p>The challenges are being addressed in a variety of ways and have begun with the development of the school vision and values which define good practice expectations at Mossfiel.</p> <p>Professional Learning Communities have been developing since 2014 following the DuFour model. The further development of professional learning communities will be strengthened by the allocation of 4 Leading Teacher Instructional leaders to our PLCs, to ensure that the instructional framework and rigorous curriculum, pedagogy, assessment and reporting practices are consistently implemented. The Leadership Team will be supported and coached in this endeavour by an external coach. Senior staff have been trained at the Bastow Institute in Curriculum, Assessment and Numeracy Leadership to lead teams of teachers in developing and embedding new, evidence-based high impact teaching strategies in classrooms. This will be supported by developing teaching capacity to implement this instructional framework. Specifically, this will involve staff professional development, coaching, peer observation and feedback, enhanced use of learning data to inform practice and collaborative planning to maximise consistency in curriculum design, implementation and assessment. The school has invested by providing time to lead and collaborate with the teaching teams. This focus will enhance student growth and better support teachers for improving student performance.</p> <p>We will focus on embedding the PLCs using data to provide differentiation programs at students’ points of learning. To reduce the variation in between-class cohort student results, we are using Instructional leaders and coaches to focus on the consistent implementation of the school instructional framework and Team plans based on student data. Our involvement in Professional Learning will highlight high impact teaching strategies which we will include in our Instructional model and in class implementation. We will continue to identify and focus on priority standards in Maths and English so that time is allocated according to the importance of the learning in each indicator. We will further embed data analysis to drive teaching and learning plans and classroom practice. We will monitor student progress in our Literacy and Numeracy Intervention programs.</p> <p>A focus on student voice throughout the school will further support student connection to the school, help build a positive school community and provide teachers with critical feedback on their practice. Students within classes will also be provided with opportunities to give feedback to teachers regarding their learning progress which will be used by teachers in their role.</p> <p>Mossfiel PS has trained a team of teachers responsible for leading the development of a whole school approach to wellbeing. The school needs to be seen by students, staff, parents and carers as inclusive, safe, respectful and orderly. A culture of respectful relationships in the school between staff, students and parents/guardians needs to be further developed. This will be achieved by developing a whole school wellbeing framework. The framework will expand teachers’ capacities and skills through the identification and implementation of strategies for encouraging respectful, inclusive and positive behaviour and interactions by all members of the school community.</p> <p>Building stronger relationships with parents and carers will be a focus in this Strategic Plan period. Communication and involvement strategies will be used to provide opportunities for parents and carers to be active partners with the school in their child’s learning.</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)																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Build the school leaders' and teachers' capacity to lead and implement change.	Professional leadership <ul style="list-style-type: none"> Building leadership teams 	<ul style="list-style-type: none"> Leadership to be supported to build a culture of high expectations and lead a school of excellence. Develop structures that align decision making and resourcing to the school vision and values. Develop processes and procedures that build a culture of accountability and feedback. 	<ul style="list-style-type: none"> Staff Opinion Data - Improve the percentage endorsement of whole school for each module <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Teaching & Learning module overall</td> <td>61.5%</td> <td>64%</td> <td>67%</td> <td>70%</td> <td>71%</td> </tr> <tr> <td>School leadership module overall</td> <td>62.3%</td> <td>65%</td> <td>68%</td> <td>70%</td> <td>71%</td> </tr> <tr> <td>Professional learning module overall</td> <td>65.9%</td> <td>68%</td> <td>70%</td> <td>72%</td> <td>74%</td> </tr> </tbody> </table> 		2016	2017	2018	2019	2020	Teaching & Learning module overall	61.5%	64%	67%	70%	71%	School leadership module overall	62.3%	65%	68%	70%	71%	Professional learning module overall	65.9%	68%	70%	72%	74%																																																																																																																																																																																																																																																																																																																																																																																																																																								
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Maximise student performance across all Learning areas that specifically lead to higher levels of growth in Literacy and Numeracy.	Excellence in Teaching & Learning <ul style="list-style-type: none"> Building Practice Excellence Curriculum Planning & Assessment Evidence-based high-impact strategies 	<ul style="list-style-type: none"> Improve student achievement outcomes at each level across the school in Literacy, Numeracy, and all other learning areas. Build the instructional practice of leaders and teachers by adopting a whole school approach to instructional practice and an agreed instructional framework. Build and a review cycle of improvement to continuously monitor and evaluate the impact of teacher professional learning and improved practice leading to increased student learning growth. Build the capacity of the PLCs to teach to students' point of need by implementing consistent assessment CATs, planning, and classroom practices, progressed through highly effective PLC meetings. 	<ul style="list-style-type: none"> NAPLAN data Years 3 to 5 Improve Relative Growth <table border="1"> <thead> <tr> <th>High growth</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>Low growth</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>18%</td> <td>20%</td> <td>22%</td> <td>24%</td> <td>Reading</td> <td>33%</td> <td>31%</td> <td>29%</td> <td>27%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>18%</td> <td>20%</td> <td>22%</td> <td>24%</td> <td>Writing</td> <td>32%</td> <td>31%</td> <td>29%</td> <td>27%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>22%</td> <td>22%</td> <td>23%</td> <td>24%</td> <td>Numeracy</td> <td>41%</td> <td>38%</td> <td>34%</td> <td>30%</td> <td>28%</td> </tr> </tbody> </table> NAPLAN data Years 3 to 5 – Improve the % in top 2 bands and bottom 2 bands <table border="1"> <thead> <tr> <th>Year 3</th> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> <th>Year 5</th> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> </tr> <tr> <td></td> <td colspan="2">Top 2 bands</td> <td colspan="2">Bottom 2 bands</td> <td></td> <td colspan="2">Top 2 bands</td> <td colspan="2">Bottom 2 bands</td> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>39%</td> <td>30%</td> <td>20%</td> <td>Reading</td> <td>18%</td> <td>27%</td> <td>36%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>49%</td> <td>16%</td> <td>11%</td> <td>Writing</td> <td>4%</td> <td>15%</td> <td>21%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>26%</td> <td>21%</td> <td>19%</td> <td>Numeracy</td> <td>14%</td> <td>19%</td> <td>31%</td> <td>26%</td> </tr> </tbody> </table> PAT READING - 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Build a whole community commitment to the school's vision of high expectations, valuing of student learning and engagement and improved educational attainment.	Community Engagement in Learning <ul style="list-style-type: none"> Building Communities Positive Climate for Learning <ul style="list-style-type: none"> Empowering students and building school pride 	<ul style="list-style-type: none"> Improve student voice and engagement in their learning. Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community. 	<ul style="list-style-type: none"> Staff Opinion Data - Improve the percentage endorsement of the whole school for each module <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>School Climate module overall</td> <td>54.6%</td> <td>59%</td> <td>64%</td> <td>69%</td> <td>74%</td> </tr> </tbody> </table> Parent Opinion Data - Improve the component mean score <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>General satisfaction</td> <td>5.32</td> <td>5.5</td> <td>5.6</td> <td>5.7</td> <td>5.75</td> </tr> </tbody> </table> ATS data – improve the mean score on a scale of 1 to 5 <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>3.94</td> <td>3.97</td> <td>4</td> <td>4.04</td> <td>4.09</td> </tr> <tr> <td>School Connectedness</td> <td>4.18</td> <td>4.22</td> <td>4.26</td> <td>4.30</td> <td>4.35</td> </tr> </tbody> </table> 		2016	2017	2018	2019	2020	School Climate module overall	54.6%	59%	64%	69%	74%		2016	2017	2018	2019	2020	General satisfaction	5.32	5.5	5.6	5.7	5.75		2016	2017	2018	2019	2020	Learning Confidence	3.94	3.97	4	4.04	4.09	School Connectedness	4.18	4.22	4.26	4.30	4.35																																																																																																																																																																																																																																																																																																																																																																																																																						
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Create a supportive learning community which nurtures the social and emotional development of all students.	Positive Climate for Learning <ul style="list-style-type: none"> Health and wellbeing Intellectual engagement and self-awareness 	<ul style="list-style-type: none"> Build the capacity of students to be resilient, socially responsible and respectful in their relationships Improve the children's sense of safety in their school community. 	<ul style="list-style-type: none"> ATS data – improve the mean factor score <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Connectedness to Peers</td> <td>4.11</td> <td>4.15</td> <td>4.20</td> <td>4.25</td> <td>4.28</td> </tr> <tr> <td>Classroom Behaviour</td> <td>3.09</td> <td>3.15</td> <td>3.20</td> <td>3.25</td> <td>3.32</td> </tr> </tbody> </table> Student attendance - decrease absence years 0-6 <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Absence days per FTE</td> <td>17.79</td> <td>15.7</td> <td>14.5</td> <td>14</td> <td>13</td> <td>13</td> </tr> <tr> <td>% students with 20 or more absence days</td> <td>30%</td> <td>26%</td> <td>25%</td> <td>24%</td> <td>24%</td> <td>24%</td> </tr> </tbody> </table> Victorian Curriculum Personal and Social Capabilities teacher judgements – increase the % of students at or above expected level <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> 		2016	2017	2018	2019	2020	Connectedness to Peers	4.11	4.15	4.20	4.25	4.28	Classroom Behaviour	3.09	3.15	3.20	3.25	3.32		2015	2016	2017	2018	2019	2020	Absence days per FTE	17.79	15.7	14.5	14	13	13	% students with 20 or more absence days	30%	26%	25%	24%	24%	24%		2016	2017	2018	2019	2020																																																																																																																																																																																																																																																																																																																																																																																																																			
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				Year Foundation	77.6%	79%	81%	83%	85%
				Year 1	70.6%	73%	76%	78%	80%
				Year 2	67.9%	73%	76%	78%	80%
				Year 3	68.9%	73%	76%	78%	80%
				Year 4	57.8%	64%	70%	74%	80%
				Year 5	64%	68%	72%	76%	80%
				Year 6	60.7%	64%	70%	74%	80%

