

School Strategic Plan 2020-2024

Mossfiel Primary School (5002)



**MOSSFIEL
PRIMARY SCHOOL**

Submitted for review by Paul Maisey (School Principal) on 17 January, 2022 at 12:42 PM

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School Strategic Plan - 2020-2024

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<p>School vision</p>	<p>At Mossfiel Primary School we foster attitudes, values and understandings to enable students to attain their full potential as individuals and as members of society.</p>
<p>School values</p>	<p>We are a resilient, respectful, community of learners who are guided by our school values: Think Excellent, Think Respect, Think Resilience and Think Community</p>
<p>Context challenges</p>	<p>Mossfiel Primary School is situated in an established residential area of Hoppers Crossing, 30 kilometres west of Melbourne. The school celebrated its 50th anniversary in 2020, having opened in 1970. The school currently has an enrolment of approximately 350 students that form a tight knit community. Students are organised in Foundation, Year 1/2, Year 3/4 and Year 5/6 classrooms. Each area of the school is overseen by a PLC Leader and teachers work as a PLC to plan and implement our engaging curriculum. The school's facilities include four permanent blocks, known as Blocks A, B, C and D. Within Block A are the general office and principal's office, the canteen, a first aid room, meeting rooms and four teaching spaces. Adjacent to this building is a second classroom block (Block B), housing six teaching spaces. In Block C, along with four teaching spaces, is an Art Room and a multipurpose room used for the Out of School Hours Care program. The fourth building, constructed in 2011, houses six classroom spaces, teacher offices and a large, shared central area. A gymnasium, including a full-size basketball court and adjoining stage, is located close to the oval. The grounds include three separate adventure playground areas, two external basketball/netball courts, a sand pit, volleyball court and a synthetic-grass oval.</p> <p>Students are provided with a supportive learning environment guided by our school values: Think Excellent, Think Respect, Think Resilience and Think Community. The development of appropriate interpersonal and personal skills is also very important and we work effectively with our families to strengthen the children's social and emotional capabilities. The school provides a differentiated curriculum based on the Victorian Curriculum. Specialist programs offered are Italian Language, Physical Education and the Arts. The Arts program is split into Visual Arts and Performing Arts, delivered to each class level for one semester of each year.</p> <p>Enrolments at the time of the review were approximately 364 students however is declining approximately 350 in 2022 . As a consequence of declining student numbers, several strategic staffing changes were made including the use of leading teachers and learning specialist in the classroom. In addition the leadership opportunities have been expanded with new PLC leader positions and dedicated School Improvement Team (SIT). The school has a diverse population, with a number of families for whom English is an Additional Language. The Student Family Occupation Education (SFOE) index was 0.5665 in 2020 indicating a high level of social disadvantage. The staffing profile in 2021 consisted of two Principal Class, five Leading Teachers/Learning Specialists, 25 teachers (31 Equivalent Fulltime – EFT), a fulltime Business Manager and 12 Education Support staff (8.54 EFT) providing in-class, Multi-</p>

	<p>cultural Aide and administrative support.</p> <p>Following on from our school self-evaluation and review process, the following challenges were identified as areas of focus for work over the course of the next four years:</p> <ul style="list-style-type: none"> - To maximise the achievement and learning growth of all students in Literacy and Numeracy, by Strengthening all teachers' capacity to use data to teach to student point of need, Developing, documenting and implementing a whole school curriculum plan that ensures a sequential learning journey for students from Foundation to Year 6, Imbedding consistent understanding and implementation of a high-quality, school-wide instructional model and developing and embedding a culture of accountability, feedback and high expectations for all. - To maximise students' engagement and wellbeing, by developing and implementing evidence-based, school-wide approaches to promote wellbeing, regular attendance and school connectedness and developing students voice as active and empowered learners.
<p>Intent, rationale and focus</p>	<p>As our school vision statement focuses on enabling students to attain their full potential as individuals and as members of society, we have some key work to do to progress our results in some areas. These were identified as a part of the School Review process, and moves us toward providing the same results for all students, regardless of ability or background, and is inclusive of the following priorities:</p> <ul style="list-style-type: none"> - To maximise the achievement and learning growth of all students in Literacy and Numeracy.... with a focus on high growth, not solely looking at outcome - To maximise students' engagement and wellbeing <p>Over the next 4 years it is our intent to:</p> <ul style="list-style-type: none"> - Develop an inquiry based PLC approach that will ensure we use data to target our teaching at each students point of need, helping them to achieved their learning potential. - Embed an evidenced based instructional model that will ensure high impact teaching and guaranteed and viable curriculum, for every class and every child. - Develop, document and implement a whole school curriculum plan that ensures a sequential learning journey for students from Foundation to Year 6 - Continue to provide opportunity for student voice through students leadership programs and begin to activate this voice in learning. - Improve outcomes in student wellbeing, largely driven by the reintroduction of the School Wide Positive Behaviour Strategy and continued work around social and emotional learning (SEL). - Prioritise time to build the capacity of the School Improvement Team (SIT) and increase its impact on whole school improvement. <p>The sourcing and implementation of relevant professional learning for staff around the above will be a key strategy in improving outcomes in these areas.</p>

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Goal 1	To maximise the achievement and learning growth of all students in Literacy and Numeracy
Target 1.1	<p>Achievement Targets</p> <p>NAPLAN High Benchmark: Increase the proportion of Year 5 students achieving High Benchmark Growth (these targets may be reviewed once the school's 2021 NAPLAN results are accessible):</p> <ul style="list-style-type: none">• Reading from 33% (2019) to greater than 34% (2024)• Writing 20% (2019) to greater than 24% (2024)• Numeracy 26% (2019) to greater than 28% (2024) <p>NAPLAN Below Benchmark: Reduce the below benchmark growth from:</p> <ul style="list-style-type: none">• Reading from 19% (2019) to less than 19% (2024)• Writing 22% (2019) to less than 20% (2024)• Numeracy 24% (2019) to less than 22% (2024) <p>NAPLAN Top Two Bands: Increase the proportion of students achieving in the Top Two Bands (these targets may be reviewed once the school's 2021 NAPLAN results are accessible)</p> <p>Year 3:</p> <ul style="list-style-type: none">• Reading from 53% (2019) to greater than 55% (2024)• Writing from 49% (2019) to greater than 50% (2024)

	<ul style="list-style-type: none"> • Numeracy from 33% (2019) to greater than 40% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> • Reading from 21% (2019) to greater than 27% (2024) • Writing from 10% (2019) to greater than 20% (2024) • Numeracy from 14% (2019) to greater than 20% (2024) <p>Teacher Judgements Targets – Age-expected Level: By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level</p> <ul style="list-style-type: none"> • Reading and viewing from 77% (2020) to greater than 82% (S2, 2024) • Writing from 70% (2020) to greater than 76% (S2, 2024) • Number and algebra from 73% (2020) to greater than 78% (S2, 2024)
<p>Target 1.2</p>	<p>School Staff Survey targets:</p> <p>By 2024, increase the positive endorsement levels of the following variables</p> <ul style="list-style-type: none"> • Academic emphasis (56 percent in 2020) to at least 70 percent • Collective efficacy (62 percent in 2020) to at least 80 percent • Instructional leadership (75 percent in 2020) to at least 80 percent • Teacher collaboration (46 percent in 2020) to at least 75 percent
<p>Target 1.3</p>	<p>Attitudes to School Survey targets:</p>

	<p>By 2024, increase the positive endorsement levels of the following variables</p> <ul style="list-style-type: none"> • Differentiated learning challenge (81 percent in 2020) to at least 85 percent • Stimulated learning (68 percent in 2020) to at least 75 percent • Teacher concern (68 percent in 2020) to at least 75 percent
<p>Key Improvement Strategy 1.a Building practice excellence</p>	Strengthen all teachers' capacity to use data to teach to student point of need
<p>Key Improvement Strategy 1.b Curriculum planning and assessment</p>	Develop, document and implement a whole school curriculum plan that ensures a sequential learning journey for students from Foundation to Year 6
<p>Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies</p>	Embed consistent understanding and implementation of a high-quality, school-wide instructional model
<p>Key Improvement Strategy 1.d Instructional and shared leadership</p>	Develop and embed a culture of accountability, feedback and high expectations for all
<p>Goal 2</p>	To maximise students' engagement and wellbeing
<p>Target 2.1</p>	<p>Attendance targets:</p> <p>By 2024, reduce the average days of absence per student from 23 days (average of absences 2018-2020) to a maximum of 19 days</p> <p>By 2024, reduce the proportion of students with 20+ absence days from 38 percent (average percentage of students in this category the three years 2018-2020) to a maximum of 25 percent</p>

<p>Target 2.2</p>	<p>Parent Opinion Survey targets:</p> <p>By 2024, increase the positive endorsement levels of the following variables</p> <ul style="list-style-type: none"> • Student agency and voice (68 percent in 2020) to at least 80 percent • Promoting positive behaviour (73 percent in 2020) to at least 80 percent • School connectedness (80 percent in 2020) to at least 90 percent • Not experiencing bullying (46 percent in 2020) to at least 70 percent
<p>Target 2.3</p>	<p>Attitudes to School Survey targets:</p> <p>By 2024, increase the positive endorsement levels of the following variables:</p> <ul style="list-style-type: none"> • Sense of connectedness (73 percent in 2020) to at least 80 percent • Student voice and agency (53 percent in 2020) to at least 70 percent
<p>Key Improvement Strategy 2.a Health and wellbeing</p>	<p>Develop and implement evidence-based, school-wide approaches to promote wellbeing, regular attendance and school connectedness</p>
<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>Develop students as active and empowered learners</p>