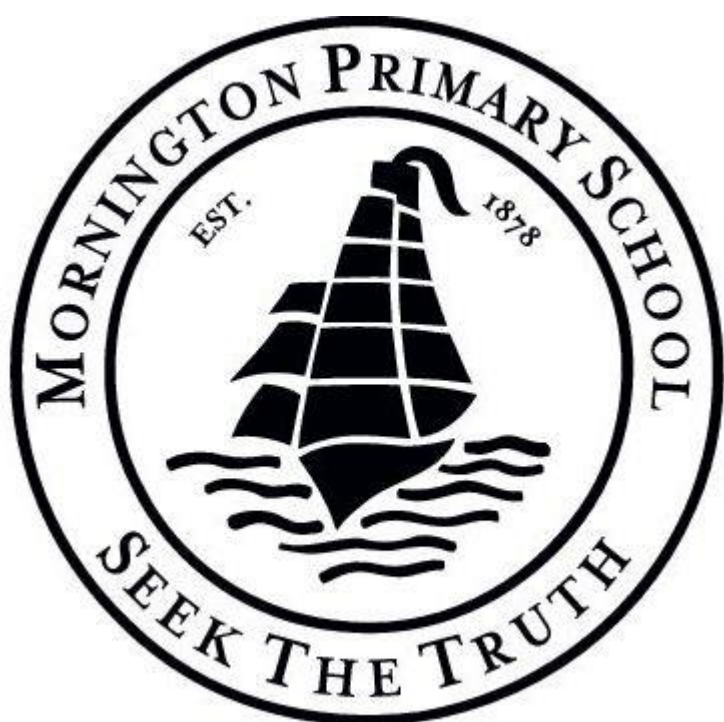


# School Strategic Plan 2019-2023

Mornington Primary School (2033)



Submitted for review by Susan Mattingley (School Principal) on 29 October, 2019 at 09:30 AM

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# School Strategic Plan - 2019-2023

Mornington Primary School (2033)

<b>School vision</b>	“Inspiring a passion for learning and personal excellence, whilst preparing students to become globally responsible citizens”.
<b>School values</b>	<p>As an International Baccalaureate World School our mission is that of the IB; “The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”.</p> <p><b>LEARNER PROFILE</b> Mornington Primary School’s values and beliefs are reflected in the learner profile as it is through the Learner Profile that we believe all students and our school community will become truly internationally minded.</p> <p><b>Inquirers</b> We develop natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.</p> <p><b>Knowledgeable</b> We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p> <p><b>Thinkers</b> We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</p> <p><b>Communicators</b> We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.</p> <p><b>Principled</b> We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.</p> <p><b>Open-minded</b> We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow</p>

	<p>from the experience.</p> <p><b>Caring</b> We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p> <p><b>Risk-takers</b> We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.</p> <p><b>Balanced</b> We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others.</p> <p><b>Reflective</b> We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.</p>
<p><b>Context challenges</b></p>	<p>The Mornington Primary School vision; ‘Inspiring a passion for learning and personal excellence, whilst preparing students to be globally responsible citizens’ reflects our belief that by instilling the appropriate values, promoting the development of positive qualities and providing opportunities to develop the required skills, our children will be well-placed to thrive and meet the challenges of life. We encourage our students to make a positive contribution to their school, families, communities and environment, believing each of them has the potential, through their actions, to make the world a better place.</p> <p>We are extremely proud of the place Mornington Primary School holds in our local community and of the connection that so many members of the Mornington community feel to the school. Although our history is important to us, we continue to look to the future by providing our students with a broad range of opportunities to reach their full potential.</p> <p>Mornington Primary is an accredited International Baccalaureate Primary Years Program school and is situated right in the heart of Mornington. Our students can walk to Main Street, Mornington Peninsula Shire, the beach and a wide variety of other local attractions and historical sites. We have an expansive site with two ovals, two playgrounds, large modern learning centres and state of the art relocatable classrooms. Our caring and highly skilled staff are dedicated to ensuring that our students are provided with opportunities to learn in a variety of ways which are engaging and challenging. We explicitly teach transdisciplinary skills such as research skills, thinking skills, social skills, self-management and communication skills.</p> <p>As an International Baccalaureate World School, authorised to teach the Primary Years Program (PYP), we encourage our students to become more internationally minded in the knowledge that our future adults will need to thrive in a more globally-connected world, that requires a particular set of qualities, personal attributes and skills. The learner profile and the attitudes of the PYP encapsulate these and form the basis from which students in each class collaborate to develop a class vision and an essential agreement that reflect a positive learning culture for our school. Our students are encouraged to be reflective and personal development is an</p>

	<p>important aspect of our curriculum. This is particularly evident in our programme of inquiry that encourages an inquiry approach to learning through a concept-driven curriculum and challenges students to understand how the world works and consider the important issues we face.</p> <p>Our teaching philosophy and instructional core continues to reflect a guided inquiry-based approach to learning through developing conceptual understandings in all areas of the curriculum. By teaching through an inquiry methodology, our students will be better equipped to increasingly plan and self-manage their own learning.</p> <p>Students at Mornington Primary School have a wide variety of opportunities in the areas of sports, visual arts, STEAM, performing arts, ICT and French language and culture. Involvement in instrumental music, singing tuition, Energy Breakthrough, school production, drama club and a variety of other clubs (including student initiated clubs) further broadens opportunities for our students. Our student leadership program encourages students to reflect on, and develop, the qualities of good leadership and effective citizenship.</p> <p>Building partnerships with parents and caregivers is a vital aspect of developing positive home-school partnerships. It is with this in mind that we encourage parents and caregivers to be involved in a wide variety of school contexts. These range from assisting with learning in the classroom, listening to students read, joining in on incursions and excursions, attending school camps, working as part of our Energy Breakthrough or Production teams, being a part of Parents and Friends or joining School Council.</p> <p>With a clear purpose, a culture of continuous improvement and a desire to build positive home-school partnerships, our school provides a comprehensive education for all our students.</p> <p><b>Key challenges</b></p> <p>Reading data from our school suggests that this a strength, although a key challenge is to work towards ensuring that high growth occurs with as many students as possible. A further challenge is to ensure that students achieving above benchmark in Reading NAPLAN bands in Grade 3, continue to do so in Grade 5. Numeracy and Writing have not shown sustained improvement and also present challenges in the areas of improvement over time, high growth and achieving above benchmark from Grade 3 to 5.</p> <p>Student Leadership has also been identified as a challenge for the next strategic plan. Currently some Grade 6 students have formal leadership opportunities, however throughout the rest of the school, the leadership roles are mostly informal. As a school we need to look at how we teach students about leadership and offer authentic opportunities for as many students as possible to take on leadership roles.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Mornington Primary School aims to be showing sustained improvement in Literacy and Numeracy over the course of this strategic plan. A key focus in all areas will be how we challenge and extend our high achieving students, how we works towards more students achieving high year on year growth and how we work towards ensuring students achieving above benchmark data in Grade 3 continue to achieve above benchmark data in Grade 5. Strategic use of data, case management meetings and moderation will be</p>

used by all staff. Professional Learning will be used to improve staff data literacy and Learning Specialists will be used to support staff, model outstanding practice and create opportunities for individual and group staff professional learning. It is anticipated that the work we have started with improving writing will continue throughout the next four years, but for the next two years at least, there will also be a heavy focus on Numeracy. Part of this work will include appointing a new Mathematics Learning Specialist ready to start the 2020 school year. The work of the Numeracy Specialist will be built around improving staff confidence and knowledge of Mathematics.

The 2019 NAPLAN data suggests that improvement is starting to occur in Writing, so as a result of this the school will continue to explore the links between reading and writing and implement the 6+1 Writing Traits through a Writer's Workshop approach. Fountas and Pinnell resources will continue to be used in order to inform this work. In order to ensure that accurate teacher judgments can be made and effective moderation can occur, a suitable tool needs to be found in order for this to be facilitated.

Data currently indicates that our students believe they have relatively high levels of agency and voice within the curriculum and school, however leadership needs to become a focus for the next few years. Staff and students will be provided with opportunities to learn about different forms of leadership and leadership skills. The DET document Amplify will be used in this process. The school will look for authentic opportunities to provide students with opportunities for leadership in a variety of contexts. This is an important body of work as it should allow students to have an increased sense of responsibility to both themselves and others whilst enhancing trust, autonomy and relationships.

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<b>Goal 1</b>	To improve student learning outcomes in Numeracy across the school
<b>Target 1.1</b>	In Grade 3 to 5, NAPLAN benchmark growth in Numeracy to show at least 30% of students making high growth.
<b>Target 1.2</b>	Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5.
<b>Target 1.3</b>	Using Maths PAT testing, at least 20% of students in Years 1-6 achieving a stanine of 7-9 by the end of the year.
<b>Target 1.4</b>	Using teacher judgements against the Victorian Curriculum standards, increase the proportion of students graded 'above expected' to at least 30% in Grade F-6 in each strand of Mathematics by the end of the year.
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Mathematics at all levels
<b>Key Improvement Strategy 1.b</b> Instructional and shared leadership	Build the instructional and shared leadership capacity of staff
<b>Goal 2</b>	To improve student learning outcomes in Writing across the school

<b>Target 2.1</b>	NAPLAN benchmark growth in Writing to show at least 30% of students making high growth.
<b>Target 2.2</b>	Maintain the percentage of students achieving above benchmark in Writing from Grade 3 to Grade 5.
<b>Target 2.3</b>	Using teacher judgements against the Victorian Curriculum standards - Increase the proportion of students graded 'above expected' to at least 30 per cent at Grade F-6 in Writing.
<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Writing at all levels
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build teacher knowledge of the Victorian Curriculum Writing continuum F-6
<b>Goal 3</b>	To improve student voice, agency and leadership across the school
<b>Target 3.1</b>	Student attitudes to school survey (ATTS) Maintain or improve the percentage of positive endorsement for 'Student voice and agency'.
<b>Target 3.2</b>	Parent Opinion Survey (POS) –Maintain or improve the percentage of positive endorsement for 'Student voice and agency' and 'Student motivation and support'.

<b>Target 3.3</b>	FISO continuum – Move from emerging to embedding on the dimension relating to ‘Empowering students and building school pride’ particularly as it relates to activating student leadership.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop and implement a whole-school approach to student leadership
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Build staff knowledge and understanding of student voice, agency and leadership