

# School Strategic Plan 2020-2024

Mildura South Primary School (4389)



Submitted for review by Marie Therese Milani (School Principal) on 04 June, 2020 at 09:27 AM

Endorsed by Andrew Ough (Senior Education Improvement Leader) on 04 June, 2020 at 09:29 AM

Awaiting endorsement by School Council President

# School Strategic Plan - 2020-2024

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<b>School vision</b>	<p>Our mission, at Mildura South Primary we bring our best selves to school and we love the work that we do.</p> <p>We believe:-</p> <ul style="list-style-type: none"><li>• All students can achieve high standards given the right time and the right support</li><li>• All teachers can teach to high standards given time, coaching, professional learning and the right assistance</li><li>• High expectations, teaching to the point of need and early ongoing intervention are essential</li><li>• All leaders, teachers and students can articulate what they are learning and what success looks like (Lyn Sharratt 2019)</li></ul> <p>Mildura South Primary School's vision is to establish a culture of Positive Education, creating and maintain a harmonious and engaging learning environment where staff and students together experience PERMA:</p> <p>P – Positive Emotions E - Engaging Curriculum R – Relationships that are authentic and positive M – Meaningful learning and A – Accomplishment.</p>
<b>School values</b>	<p>VALUES</p> <p>Infant (Prep, One and Two) Norms – Behaviours we explicitly teach and practise.</p> <p>Doing our Best Using Manners Being Safe Being Kind and Looking after things</p> <p>Working towards a shared understanding of our school values: TRICK</p> <p>Teamwork Respect Integrity Courage Kindness</p> <p>The TRICK to PERMA is to 'bring our best selves to school and love the work that we do'.</p>

<p><b>Context challenges</b></p>	<p>A key challenge for MSPS is to build teacher knowledge in Victorian Curriculum, aligning skills, knowledge and understanding to ensure each student is taught to their point of need. Professional Learning Communities are evolving in each year level, matching faces to data and planning rigorous curriculum in order to achieve high academic outcomes. The school timetable is created to support this process. Literacy coaches who are Reading Recovery trained are modelling and coaching all classroom teachers in teaching the strategies of reading and writing. PLCs and coaching is building teacher capacity. Lesson Studies and Learning Walks facilitated by the school coach (Assistant Principal) creates consistency of practice and expectations from Grades Prep to 6, which then is evident in classroom teaching and learning.</p> <p>Involving students in setting explicit goals and choosing evidence of success for their learning is an ongoing focus for MSPS. While teachers are clear in their planning of learning intentions and success criteria we are now at point where the students' voice can contribute to the planning and their agency contribute to the implementation of daily learning. Teachers will now become more explicit in the choices they are offering the students when engaging them in their learning.</p>
<p><b>Intent, rationale and focus</b></p>	<p>MSPS aims to achieve high standards with each student reaching their full potential. The school is committed to giving time, support and professional development to all teachers so that this can be achieved. As teachers collaborate with one another to achieve high expectations they will be able to articulate the importance of challenging and supporting each student at their point of need. Faces on Data will be prioritised in weekly Professional Learning Communities, facilitated by the school coach. The school coach will train other school coaches to facilitate PLCs. As part of this journey the teachers and coaches will be seeking student voice when matching faces to data. Over the next four years MSPS will be building teacher knowledge and capacity to match the student voice, to student outcomes (Victorian Curriculum) while including student agency. Teachers will collaborate with one another and with their students to develop the agency of the learner. The third teacher will become a key component of the MSPS learning environment where students who are engaged in an effective lesson will draw on the 'third teacher' to enhance their knowledge and understanding.</p>

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<b>Goal 1</b>	Improve the learning growth of every student in literacy and numeracy
<b>Target 1.1</b>	By 2023 the percentage of students meeting NAPLAN benchmark growth or above in reading will improve from 60% to 75% or greater, from 51% to 70% or greater in writing and from 63% to 75% or greater in numeracy.
<b>Target 1.2</b>	<p>By 2023 the percentage of Year 3 students achieving in the top 2 bands of NAPLAN reading will improve from 42% to 60% or greater, in NAPLAN writing from 40% to 50% or greater, and in NAPLAN numeracy from 35% to 45% or greater.</p> <p>By 2023 the percentage of Year 5 students achieving in the top 2 bands of NAPLAN reading will improve from 33% to 35% or greater, in NAPLAN writing from 11% to 20% or greater, and in NAPLAN numeracy from 24% to 30% or greater.</p>
<b>Target 1.3</b>	<p>By 2023 the percentage of Year 3 students achieving in the bottom 2 bands of NAPLAN reading will improve from 15% to 12% or less, in NAPLAN writing from 17% to 12% or less, and in NAPLAN numeracy from 25% to 10% or less.</p> <p>By 2023 the percentage of Year 5 students achieving in the bottom 2 bands of NAPLAN reading will improve from 23% to 20% or less, in NAPLAN writing from 22% to 15% or less, and in NAPLAN numeracy from 16% to 12% or less.</p>

<b>Target 1.4</b>	By 2023 the percentage of students achieving at or above Victorian Curriculum standards at Years F-6 will improve from 88% to 90% or greater for reading, improve from 85% to 90% or greater for writing and improve from 88% to 90% or greater for numeracy.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build teacher knowledge and understanding of the English and mathematics curriculum
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build teacher capacity to analyse assessment data and evidence to inform differentiated teaching and learning
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Embed an agreed and consistently implemented instructional model
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Establish effective Professional Learning Communities (PLC's)
<b>Goal 2</b>	Improve student engagement and motivation to learn
<b>Target 2.1</b>	<p>By 2023 the percentage of positive responses for the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>• effective teaching time will improve from 90% to 93% or greater</li> <li>• differentiated learning challenges from 88% to 93% or greater</li> <li>• stimulated learning from 84% to 90% or greater,</li> <li>• learning confidence from 74% to 85% or greater</li> <li>• motivation and interest from 78% to 85% or greater</li> <li>• student voice and agency from 68% to 80% or greater</li> </ul>

<b>Target 2.2</b>	<p>By 2023 improve the School Climate module percentage of positive responses for the of the School Staff Survey factor</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 80% to 85% or greater</li> <li>• Collective efficacy from 76% to 85% or greater</li> <li>• Teacher collaboration from 76% to 90% or greater.</li> </ul>
<b>Target 2.3</b>	<p>By 2022 results of Visible Wellbeing Survey from Grades 3 - 6 will indicate growth in Wellbeing and Engagement from the baseline data taken in Term 4, 2019.</p> <ul style="list-style-type: none"> <li>• Students understanding and using their strengths <u>always</u> will grow from 21.7% to 35% or greater.</li> <li>• Students paying attention and having awareness <u>always</u> will grow from 18.4% to 30% or greater.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	<p>Build a common understanding of ways to empower students in their learning</p>
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	<p>Develop intellectual engagement and self-awareness through student voice, agency and VIA character strengths</p>
<b>Goal 3</b>	<p>Develop a calm and inclusive learning environment which nurtures the social, emotional and academic needs of students</p>
<b>Target 3.1</b>	<p>By 2023 the percentage of positive responses for the Attitudes to School Survey factor</p> <ul style="list-style-type: none"> <li>• classroom behaviour will improve from 78% to 85%</li> <li>• teacher concern from 77% to 85%</li> <li>• resilience from 76% to 85%</li> </ul>

	<ul style="list-style-type: none"> <li>• self-regulation and goal setting from 86% to 90%</li> <li>• school connectedness from 77% to 90% or greater</li> <li>• sense of inclusion from 89% to 93% or greater</li> </ul>
<b>Target 3.2</b>	By 2023 reduce the percentage of students with 20 or more absence days from 19% to 15%.
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Embed a schoolwide Positive Education culture through participation in a Community of Practice with Mildura Primary School and Chaffey Secondary College
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Build teacher capacity to provide a positive learning culture