

School Strategic Plan 2018-2022

Movelle Primary School (5139)



Submitted for review by Karen Wood (School Principal) on 27 March, 2019 at 12:37 PM

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School vision	Movelle Primary School is an inclusive and collaborative community of learners, thinkers and leaders. We provide a guaranteed curriculum in an engaging environment for all students. We aim for excellence for all students everyone is encouraged to strive for excellence in an atmosphere of confidence, safety and enjoyment. At Movelle all stakeholders, students, staff and community members have the right to learn and everyone has the right to feel safe.
School values	Our current values are RESPONSIBILITY RESPECT RESILLIANCE COMPASSION As part of our review recommendations we are in the process of developing new school values in consultation with all stakeholders.
Context challenges	<p>Movelle Primary School is located in the City of Brimbank in the Western Suburbs of Melbourne approximately 27 kilometers from the Melbourne Central Business District. The school was founded in 1979.</p> <p>The school grounds include an indoor multi-purpose hall with two adjoining classrooms and a canteen area, and one main building with central open spaces, as well as a language experience room incorporating an indoor play centre. The main building includes a separate Science, Technology Engineering Mathematic (STEM) area, a separate Library area and a wellbeing room. The grounds include three separate adventure playgrounds, one basketball court and several vegetable gardens.</p> <p>Enrolments at the beginning of 2019 were approximately 203 students. The Student Family Occupation Education (SFOE) index is 0.6521.</p> <p>The staffing profile of Movelle Primary School includes a Principal and Assistant Principal, 1 Leading Teacher, 1 Learning Specialist, 12.1 teachers, 6.0 full time equivalent Education Support (ES) staff, 1 Business Manager, 1 Cultural Liaison Officer and 1 full time equivalent office administration staff.</p> <p>We are a diverse community where students grow and develop as learners within an engaging and safe environment. We are developing a culture where students have high expectations of themselves and others as learners. We are developing a strong sense of respect for one another and take pride in being a member of the Movelle Primary School community.</p> <p>Movelle Primary School provides an approved curriculum framework differentiated to meet student needs. It follows the Victorian Curriculum framework.</p>

	<p>Students at Movelle Primary School engage in one hour of each of the following specialist classes each week; LOTE (Japanese), STEM, Arts and Physical Education.</p> <p>Students at Movelle have access to iPads, desktop computers and netbooks that allow classes to engage in 1:1 ICT and Technology classes.</p> <p>Movelle Primary School students can access an Out of School Hours Care Program provided by a primary school next door to Movelle.</p> <p>The school found a need to establish formal structures for the recognition of student voice and expressed confidence in understanding the effect of visible learning: learning intentions and success criteria that encouraged students to be more directly involved in the process. This practice was not yet consistently embedded across the school and had had limited opportunity to influence curriculum and to be involved in the school improvement cycle.</p> <p>The school found a need for a consistent school wide instructional model and common language. An investigation into the ways teams and sub schools collaborate and plan needs to be undertaken to strengthen a whole school commitment to an instructional model developed around a Guaranteed and Viable Curriculum.</p>
<p>Intent, rationale and focus</p>	<p>The process of the self-evaluation, and furthermore the review findings, has highlighted the strengths at Movelle, and also outlined the focus for the next four years of the School Strategic Plan.</p> <p>Key Directions for the 2018-2022 School Strategic Plan:</p> <p>FISO Focus: Excellence in teaching and learning Curriculum planning and assessment Building practice excellence</p> <p>KIS: Develop and embed a guaranteed and viable curriculum in English and Mathematics underpinned by the Victorian Curriculum and supported by an agreed Instructional Model. Build teacher capacity in data literacy in order to differentiate teaching and learning and instructional practice. Develop staff and student capacity to make learning highly visible, explicit and purposeful, by using evidence-based teaching practices.</p> <p>FISO Focus: Excellence in teaching and learning Curriculum planning and assessment Building practice excellence</p> <p>KIS: Develop and embed a guaranteed and viable curriculum in Mathematics underpinned by the Victorian Curriculum and supported by an agreed Instructional Model. Build teacher capacity in data literacy in order to differentiate teaching and learning and instructional practice Develop staff and student capacity to make learning highly visible, explicit and purposeful, by using evidence-based teaching</p>

	<p>practices.</p> <p>FISO Focus: Positive Climate for Learning Intellectual Engagement and Self-Awareness Empowering Students and Building School Pride KIS: Implement a whole school student program to enhance student voice, build student responsibility and increase connectedness to school. Develop a whole school approach to student goal setting and tracking. Promote positive school attendance.</p> <p>FISO Focus: Community Engagement in Learning Building Communities Empowering students and building school pride. KIS: Develop a consistent whole school culture focusing on core school values which staff, students and parents can articulate. Promote and develop a culture of high expectations throughout the school. To build collective efficacy through collaborative participation in a Community of Practice.</p>
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Goal 1	To improve student learning outcomes in Literacy, reading and writing
Target 1.1	By 2022, increase the percentage of students working above the expected level in teacher judgements in English against the Victorian Curriculum to 25%.
Target 1.2	By 2022, increase the percentage of students showing high relative growth in Year 5 NAPLAN Reading from 22.7% in 2018 to more than 32% in 2022. Decrease the percentage of students showing low relative growth in Year 5 NAPLAN Reading from 36.4% in 2018 to less than 15% in 2022.
Target 1.3	By 2022, increase by the percentage of students in the top two bands of Year 3 NAPLAN Reading from 32% to 40% - Year 3 NAPLAN Writing from 32% to 40% Year 5 NAPLAN Reading from 12% to 30% Year 5 NAPLAN Writing from 4% to 15%
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum in English underpinned by the Victorian Curriculum.

Key Improvement Strategy 1.b Building practice excellence	Build teacher capacity in data literacy in order to differentiate teaching and learning and instructional practice
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Develop staff and student capacity to make learning highly visible, explicit and purposeful, by using evidence-based teaching practices.
Key Improvement Strategy 1.d Curriculum planning and assessment	Implement an Instructional Model which makes learning visible and is underpinned by the HITS.
Goal 2	To improve student learning outcomes in Mathematics
Target 2.1	By 2022, increase the percentage of students working above the expected level in teacher judgements in Mathematics against the Victorian Curriculum by 25%.
Target 2.2	By 2022, increase the percentage of students showing high relative growth Year 5 NAPLAN mathematics from 24% in 2018 to 35% in 2022.
Target 2.3	By 2022, increase the percentage of students in the top two bands for Year 3 NAPLAN mathematics from 16% in 2018 to 40% in 2022. Year 5 NAPLAN mathematics from 24% in 2018 to 35% in 2022.
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum in Mathematics underpinned by the Victorian Curriculum.
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capacity in data literacy in order to differentiate teaching and learning and instructional practice

Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Develop staff and student capacity to make learning highly visible, explicit and purposeful, by using evidence-based teaching practices.
Key Improvement Strategy 2.d Curriculum planning and assessment	Implement an Instructional Model which makes learning visible and is underpinned by the HITS.
Goal 3	To improve student levels of engagement in their learning.
Target 3.1	By 2022, increase the positive response rate on the Student Attitudes to School Survey for: <ul style="list-style-type: none"> • Student agency and voice to increase from 60% in 2018 to be at or above 85%. • Mean of all ‘Learner Characteristics and Dispositions’ elements to increase from 86% in 2018 to be at or above 90%.
Target 3.2	By 2022, increase the positive response rate on the Parent Opinion Survey for: <ul style="list-style-type: none"> • Student agency and voice to increase to 85%.
Target 3.3	By 2022, the student absence averages will have decreased, as outlined below: <ul style="list-style-type: none"> • To reduce the absence days from full time enrolment P-6 absences to 13 days.
Key Improvement Strategy 3.a Empowering students and building school pride	Implement a whole school student program to enhance student voice, build student responsibility and increase connectedness to school.

Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop a whole school approach to student goal setting and tracking.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Promote positive school attendance.
Goal 4	To develop school and community understanding of its core values and purpose.
Target 4.1	By 2022, increase the positive response rate on the Student Attitudes to School Survey for: <ul style="list-style-type: none"> • 'High expectations for success' to be consistently above 90%.
Target 4.2	By 2022, increase the positive response rate on the Staff Opinion Survey for: <ul style="list-style-type: none"> • Collective Efficacy in the Teaching and Learning module to be at 80%.
Target 4.3	By 2022, increase the positive response rate on the Parent Opinion Survey for: <ul style="list-style-type: none"> • 'School Pride and Confidence' to be above 85%. • 'General Satisfaction' to be above 90%.
Key Improvement Strategy 4.a Vision, values and culture	Develop a consistent whole school culture focusing on core school values which staff, students and parents can articulate.
Key Improvement Strategy 4.b	Promote and develop a culture of high expectations throughout the school.

Setting expectations and promoting inclusion	
Key Improvement Strategy 4.c Building practice excellence	To build collective efficacy through collaborative participation in a Community of Practice.