**School Strategic Plan 2022-2026**

Movelle Primary School (5139)



Submitted for review by Karen Wood (School Principal) on 06 February, 2023 at 11:10 AM  
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| School vision | Vision Movelle Primary School places every student in the centre of all our work. We provide a positive, caring and engaging environment, where all students are able to maximise academic, emotional and social growth. We value respect, responsibility, resilience and relationships.  Mission  Our focus on academic learning is strong and our emphasis on catering for each individual is paramount. We provide a learning environment where human rights are respected, protected and promoted. We embrace inclusion in all aspects of school life and respond to the unique learning and social needs of every student.  Our school encourages a caring atmosphere, where children feel emotionally, socially and physically secure. We firmly believe that all students deserve the right to high quality education and to achieve maximum learning outcomes. Our implementation of contemporary pedagogy, guides our students through each phase of learning and development.  With our team of dedicated and passionate staff, our teaching and learning programs at Movelle Primary are planned around collaborative practices, with professional learning teams at each level of the curriculum. Recognising the importance of fostering confidence and self-esteem for all students, we deliver timely and effective intervention programs through our commitment to differentiated learning. Using a methodical approach, we cater for all students who reach learning and developmental milestones at different rates, offering program interventions for students who need additional learning support as well as those who excel in the rigors of classroom life. Fundamentally, we endeavour to nurture and balance the intellectual, physical, cultural and social development of our students and wider school community. |
| School values | Our School’s vision is underpinned by the ‘Four R’ core values of: Respect, Responsibility, Resilience and Relationships. These values are a fundamental part of who we are as a people and as a community. We live, embrace and use these values to talk to our students about their behaviour and the choices they make in a positive framework. We believe that values have a major influence on a person's behaviour and attitude; and the lifelong implications of developing pro-social behavioural habits. These core values serve as broad guidelines in all situations in guiding us in the choices we make and the actions we take.   Respect We respect the rights of others, and acknowledging our own rights, in a respectful way.  Responsibility We make good decisions, we care for others, and we are accountable for our words and actions. We recognise that our words and actions can make a positive difference.  Resilience We have a clear self-belief, determination and understand that making mistakes is a key part of our learning. We know that the more effort we put in the better we will become.  Relationships We nurture our connections with others and believe that education is best delivered within the context of a positive relationship.  To assist our students in understanding the emotions and feelings that may arise from our values in a visual way, Movelle has integrated a school character mascot 'Ramsey'. Our mascot, Ramsey, creates consistency throughout communication and is used through a wide range of materials to support learning and teaching. |
| Context challenges | Movelle Primary School is a small community-minded school tucked away in a quiet area in Kings Park, within the City of Brimbank in the western suburbs of Melbourne. We are a government primary school providing education for students from Prep to Year Six, and we draw our population from a wide range of cultural and socio-economic backgrounds. In 2022, Movelle has a current enrolment of 189 students but this fluctuates significantly throughout the year due to transient families who rent whilst building out of the area/zone. This makes it very difficult in maintain an predict enrolment along with the extremely small school zone and additional primary schools in a small proximity.  Throughout the cycle of the next strategic plan, it is vital that we are targeted, mindful and responsive to key issues that may arise. These include, but are not limited to: Maintaining Academic rigour (Staff capacity)  Student engagement, voice, agency and leadership empower students and build school pride Implement the PLC process to ensure consistent and effective teaching practice. |
| Intent, rationale and focus | Throughout the cycle of the next strategic plan, it is vital that we are targeted, mindful and responsive to key issues that may arise. These include, but are not limited to:  Maintaining Academic rigour (Staff capacity):  There has been significant investment in building staff capacity in Literacy and developing consistent delivery of our instructional model across the school. As we embrace our new strategic direction, with particular emphasis on mathematics. Across the school we will respond to students requiring additional support and strategies for differentiation. Student goal setting and use of feedback practices across the whole school will be reintroduced consistently by ensuring individual goals are coconstructed in reading, writing and mathematics, personalised and challenging for all students. The revisiting of curriculum documentation and scope and sequences to support teachers to differentiate and scaffold learning in writing and numeracy will be a focus.  Student Engagement, voice and agency:  Student voice and agency will have a pivotal role in improving student outcomes and supporting student safety and wellbeing at Movelle. We will implement measures which support student participation and collaboration to empower student voice, agency and leadership by: Defining, developing and implementing what student voice and agency looks like at Movelle. Developing and embedding a student leadership presence that allows for voice with the teacher being the guide on the side.  Engaging students in the learning process across the whole school Student voice, agency and leadership empower students and build school pride  Introduction of PLC’s: It is essential that we ensure that we build upon and maintain practices already embedded across the school with the introduction of PLC’s across the school. A whole school approach to professional learning will be a catalyst in developing consistent and improved practices across the school. The implementation of the PLC initiative will include evidence-based teaching and learning approaches and the thorough analysis and use of data.   Building community relationships:  Engaging the community through developing and maintaining relationships with a broad range of stakeholders is recognised as a driver for enhancing teaching and non-teaching capacity within schools. Relationships between teachers and with the broader community strengthen the professional capital of those working within a school and of the community as a whole. This be achieved by: Encouraging two way communication and participation Volunteer opportunities Inclusive activities Celebrate achievements |

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| **Goal 1** | To improve student learning outcomes in literacy and numeracy |
| Target 1.1 | Increase the percentage of Year 3 students in the top two bands in:   * reading from 38% (2022) to 56% (2026) * writing from 28% (2022) to 51% (2026) * numeracy from 8% (2022) to 35% (2026). |
| Target 1.2 | Increase the percentage of Year 5 students in the top two bands in:   * reading from 25% (2022) to 38% (2026) * writing from 16% (2022) to 28% (2026) * numeracy from 18% (2022) to 26% (2026). |
| Target 1.3 | By 2026, increase the percentage of students working at or above the expected level in teacher judgements against the Victorian Curriculum in:   * reading and viewing from 59% in 2021 to 81% * writing from 54% in 2021 to 85% * number and algebra from 65% in 2021 to 85%. |
| Target 1.4 | By 2026, increase the percentage of positive responses on the School Staff Survey for:   * Academic emphasis from 50% in 2022 to 70% * Collective efficacy from 53% in 2022 to 70% * Understand how to analyse data from 36% in 2022 to 70%. |
| Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Implement the PLC process to ensure consistent and effective teaching practice that builds collaboration, differentiation and embeds evidence based teaching practices. |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop a consistent whole school approach to teaching and learning through further embedding of the components of the school’s instructional model. |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build staff capability to utilise data and evidence to teach a differentiated curriculum that targets each student’s point of learning need. |
| **Goal 2** | To improve student voice and agency |
| Target 2.1 | By 2026, increase the positive endorsement on the Student Attitudes to School Survey (Years 4 to 6) for student agency and voice to increase from 70% in 2022 to be at 80%. |
| Target 2.2 | By 2026, increase the positive endorsement on the School Staff Survey for promote student ownership of learning goals’ to increase from 55% in 2022 to be at 80%. |
| Target 2.3 | By 2026, increase the positive endorsement on the Parent Opinion Survey for student voice and agency to increase from 73% in 2021 to be at 93%. |
| Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build staff understanding and capabilities to embed processes to respond to student feedback, learning needs, goals and interests. |
| Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop student capacity to set goals, articulate their next step and monitor their progress. |
| **Goal 3** | To improve student health and wellbeing. |
| Target 3.1 | By 2026, the student absence of 20+ days will have reduced from 30% 2022 to 20%. |
| Target 3.2 | By 2026, increase the positive endorsement on the School Staff Survey for:   * parent and community involvement to increase from 49% in 2022 to 68% * trust in students and parents to increase from 54% in 2022 to 70%. |
| Target 3.3 | By 2026, increase the positive endorsement on the Parent Opinion Survey for parent participation and involvement’ to increase from 65% in 2022 to be at 92%. |
| Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Further embed and maintain the school wide approach to supporting and promoting student health and wellbeing to improve learning outcomes. |
| Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Further improve community partnerships to support and promote student wellbeing and learning. |