

**Mooroolbark East Primary School Strategic Plan  
2017-2020**

<p><b>Endorsement</b> Principal: Debbie Nelsson February 22<sup>nd</sup>, 2017 School council: Matt Henry February 22<sup>nd</sup>, 2017 Delegate of the Secretary: ..... [name] [date]</p>	<p><b>Re-Endorsement</b> (if a Goal, KIS or Target is changed) .....[name]..... [date] .....[name]..... [date] .....[name]..... [date]</p>	<p><b>Re-endorsement</b> (if a Goal, KIS or Target is changed) .....[name].....[date] .....[name].....[date] .....[name].....[date]</p>
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School vision	School values	Context and challenges	Intent, rationale and focus
<p>Mooroolbark East Primary School aims to engage students in challenging learning experiences, develop a sense of belonging and a belief in achieving personal best to enable them to embrace their future as optimistic, contributing members of their local and global community.</p> <p><b>The development of a School Vision statement is a Key Improvement Strategy for the school and this work will be undertaken in 2017.</b></p>	<ul style="list-style-type: none"> <li>To achieve our core purpose the following values underpin all that we do within the entire school community:</li> <li>Responsibility and Integrity</li> <li>Respect and Co-operation</li> <li>Always aiming to Do Our Best</li> <li>Establishing a Sense of Belonging</li> <li>Celebrating our Efforts</li> <li>Being Caring and Supporting</li> </ul> <p><b>The development of School Values is a Key Improvement Strategy for the school and this work will be undertaken in 2017.</b></p>	<p>Mooroolbark East Primary School, situated in Taylor Road Mooroolbark, was established in 1972. The school is set in a peaceful environment of natural, landscaped grounds and spacious sporting areas. The well-maintained buildings, set in attractive grounds, incorporate a hall, canteen, library, large staffroom and staff facilities, 26 classrooms and music room. In 2011, a new BER building was opened and this houses our Grade 5 and 6 students in six classrooms. The building also contains a small computer laboratory, withdrawal rooms used for small group work and a full kitchen which can be utilised by all classes within the school. The kitchen is attached to a vegetable garden and chicken run which are well established. A specialised sensory room was built in 2014 and is utilised by several students and their therapists. A separate building that provides a centre for children with special needs who have difficulty coping in the playground, the Tree House, was purpose built in 2013. Both of these buildings were established via grants from the Bendigo Bank and funds from our inclusion in the Inclusive Schools Program.</p> <p>The school traditionally draws children from within a kilometre radius from the school but there are a significant number of children who are living in the surrounding suburbs of Mt Evelyn, Lilydale, Montrose, Kilsyth and Croydon. In addition, we are retaining more students who, although they move residences, are still attending our school and live in areas such as Launching Place, Yarra Glen and Woori Yallock. With the acknowledgement of the Inclusion Support Program we have attracted many students, with additional needs, from a great distance. This has impacted significantly on the school.</p> <p>The student population of 595 students in 2016 comes from an increasingly diverse cultural and socio-economic background. Enrolments have steadily increased since the last Strategic Plan was developed when the school population was 473. We are anticipating an enrolment of 610 for 2017. Over recent years there has been a significant increase in the number of children with additional needs. The number of children supported under the Program for Students with Disabilities has risen from 28 to 42 in four years. There are 52 students funded for 2017 excluding any new students that may be entitled to funding including Preps. In addition there are 42 children who are diagnosed with ASD who are not funded under the PSD. There are 15 students enrolled in Prep for 2017 with additional needs. The SFO Index has risen slightly and is now at 0.49.</p>	<p>Strategic resource management is a critical factor in achieving school improvement and by effectively utilizing data and by making well informed resourcing decisions leaders will enhance the delivery and impact of the School Strategic Plan.</p> <p>A culture of high expectations of all students both academically and socially will support a learning environment that maximizes success and learning growth for all students.</p> <p>When teachers have the confidence and capability to effectively utilize a range of assessment to inform explicit teaching then student outcomes will improve. If the school implements an agreed instructional model for literacy and numeracy then variability between classes will decrease and learning outcomes will improve.</p> <p>A coherent, sequential and developmental curriculum will enable teachers to provide learning for individual students at their point of need and to effectively monitor their learning growth.</p> <p>In order for students to be successful learners it is important the school provides a positive climate for learning, potential issues are identified and a visible and holistic approach to health and wellbeing is integrated into the curriculum.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/ or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
A. Improve the learning growth of every student in literacy and numeracy.	<b>Excellence in Teaching and Learning</b> <i>Curriculum Planning &amp; Assessment</i>	Build teacher capability and confidence to utilize data and a range of assessment strategies to teach to a student's point of learning	<b>NAPLAN</b> Yr 3 : ≥ 40% in the top 2 bands in all areas      Yr 5: ≥ 70% retention in the top 2 bands in all areas <b>Relative Growth</b> High > 20% all dimensions Yrs 3-5 & Yrs 5-7      Low < 30% all dimensions Yrs 3-5 & Yrs 5-7 <b>Victorian Curriculum - Literacy and Numeracy</b> ≥ 95% of students deemed capable achieve ≥ 12 months growth in all year levels across the school ≥ 75% of Year 6 students deemed capable will be achieving at or above expected (6.0) <b>School Staff Survey % endorsement</b> 2016    2020 Academic emphasis    75.3    ≥ 90 Instructional leadership 65.1    ≥ 90  <b>Attitude to School Survey    2016    2020</b> Student motivation    4.35    ≥ 4.55  <b>Parent Opinion Survey 2016    2020</b> Student Motivation    5.76    ≥ 5.9 ≥ 80% of parents 'their child wants to go to school'
	<b>Excellence in Teaching and Learning</b> <i>Building Practice Excellence</i>	Develop an agreed instructional model that is consistently implemented by all staff	
B. Build the capacity of students to be resilient, socially responsible & respectful in their relationships.	<b>Positive Climate for Learning</b> <i>Empowering students and building school pride</i>	Foster learning communities which support & nurture the development of the whole child.	<b>Attitude to School Survey    2016    2020</b> Student safety    3.99    ≥4.35 Classroom behaviour    3.10    ≥3.36 Student morale    5.62    ≥5.69 Student distress    5.62    ≥5.91 Connectedness to Peers    4.23    ≥ 4.31  <b>Parent Opinion Survey 2016    2020</b> Behaviour Management    5.53    ≥ 5.8 Classroom Behaviour *    3.73    ≥ 4.33  <b>School Staff Survey    % endorsement</b> 2016    2020 Build Resilience & a Supportive Environment    73.7    ≥ 90  <b>Absenteeism</b> ≤11 days per year at Foundation ≤ 13 days per year at each year level ≤ 2 days Unexplained Absence per child in each class
	<b>Positive Climate for Learning</b> <i>Setting expectations and promoting inclusion</i>	Develop an agreed student behavior management plan that is consistently implemented by all staff	
C. Increase the capacity of the school to function as a strategic organisation	<b>Professional Leadership</b> <i>Building leadership teams</i>	Build effective teaching teams and leadership capacity to maximize student learning	<b>School Staff Survey    % endorsement</b> 2016    2020 Teacher collaboration    74.8    ≥ 80 Shielding & Buffering    60.2    ≥ 80 Visibility    63.4    ≥ 80 Feedback    49.7    ≥ 80
	<b>Professional Leadership</b> <i>Vision, Values &amp; Culture</i>	Develop and implement a Vision and Values system for the school	
D. Create a whole school culture of high expectations	<b>Professional Leadership</b> <i>Strategic Resource Management</i>	Create a whole school culture of accountability and feedback	

