

School Strategic Plan 2022-2026

Moonee Ponds West Primary School (2901)



Submitted for review by Jarrod Sutton (School Principal) on 02 March, 2023 at 06:14 PM

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School Strategic Plan - 2022-2026

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School vision	<p>Vision: We think, create and learn together.</p> <p>Our school's mission is 'Young people will leave MPW as knowledgeable, independent, critical thinking individuals able to take their place in the world with capacity and courage to create a better future. The MPW community do this by nurturing compassion, creativity and a love of learning.'</p> <p>The social, emotional, physical and academic wellbeing of our students underpins all practices at Moonee Ponds West. A positive self-image is necessary for effective learning to occur. These aspects of the whole child need to be equally nurtured to ensure that students experience success.</p> <p>Children are at the centre of planning and are unique individuals with a powerful capacity to contribute and learn. Moonee Ponds West is child centred with an emphasis on deep inquiry, critical thinking and creativity. Inquiry through exploration, investigation and play in meaningful experiences provides opportunity to engage and involve children. Through structured and unstructured, teacher and student-led experiences, children construct their understandings of the world.</p> <p>Learning is a continuum and each child is supported to move along the learning continuum and build on their achievements, ability, interests and knowledge. Children are supported to feel secure to take risks. All children and their opinions are valued. Learning experiences are planned to challenge bias and stereotypes where respect for the rights of individuals and an acceptance for difference enable children to participate in society.</p>
School values	<p>Moonee Ponds West Primary School's values are:</p> <ul style="list-style-type: none">• Collaboration• Creativity• Critical Thinking• Courage <p>In 2023, there will be a focus on defining the values and their shared expectations/behaviours in order to make our values more visible in the school.</p>
Context challenges	<p>Moonee Ponds West Primary School (Moonee Ponds West PS) is a co-educational Foundation to Year 6 school, located in the residential area of Moonee Ponds in Melbourne's inner suburbs. It is approximately seven kilometres from Melbourne's Central Business District (CBD). The school was established in 1888.</p> <p>The priorities of the previous strategic plan were to document a guaranteed and viable curriculum, an agreed instructional model, in</p>

	<p>the implementation of Professional Learning Teams and further development of teaching practices in literacy and numeracy. In our recent School Review, there was acknowledgement and celebration relating to the amount of change the school had implemented. The next steps were to embed these for consistency of implementation across the whole school, and to engage in further professional development of our Professional Learning Team (PLT) structure through the PLC (Professional Learning Community) initiative.</p> <p>The school has experienced declining enrolment numbers over the past 3 years, mainly due to the demographics of the area and for some families, the transition to private schools in the later years of primary schooling. There has also been some fluctuation to the staffing profile over the last five years, with changes in school leadership and teaching staff.</p> <p>Coming out of interrupted learning in the context of COVID 19 the school has seen an increase in the number of students experiencing anxiety, reduced connectedness to school and issues relating to social and emotional development. The school has a strong wellbeing focus, with the support of Allied Health commitments through access to Speech Pathology and Psychological services. This year we move to implement the Disability Inclusion model, and focus on tiered interventions to support students with additional academic and wellbeing learning needs. The development of a clear engagement and wellbeing framework will support this work.</p> <p>We continue to aim for at least 12 months learning growth for all students. Further work on developing and building consistency in teacher's pedagogical knowledge and practices will be a focus moving forward. We continue to offer Intervention/Tutoring support in Reading, primarily for our junior school students, to provide opportunity to catch-up if at risk of falling behind. Opportunities for learning enhancement through the Victorian High Ability Program is offered to nominated students performing well above the level in writing and numeracy.</p> <p>Throughout the period of this next strategic plan, we will prioritise our strong student achievement in English and Numeracy, by further developing our teachers' precision and consistent implementation of our agreed frameworks and curriculum. We will maintain a focus on staff professional learning and development in numeracy, writing and wellbeing in order to develop our staff's understanding of empowering Student Voice and Agency across the curriculum. We will continually strive to support and enhance parent engagement in our students' learning.</p>
<p>Intent, rationale and focus</p>	<p>The goal for the next four years is maximising student learning growth, and strengthening student engagement and wellbeing through further embedding the work of our Professional Learning Team (PLT) structure, evidence-based practices to promote whole school consistency through improved collaboration building a school culture of high expectations.</p> <p>A focus of students being placed at the centre of learning and on strengthening the way teachers use evidence of student's learning needs in a cycle of inquiry for teachers to reflect on their practice to target teaching and learning. These cycles aim to focus on assessment and engagement in teaching and learning to improve student academic and wellbeing outcomes.</p>

We will further develop our student engagement and wellbeing practices by articulating a multi-tiered framework that outlines our approaches to support students, build teachers' understandings around these strategies and a focus on student voice and agency. This will allow us to continue to strive for respectful, resilient and connected learners who feel empowered to be active in their learning.

The school will continue building a positive environment for students to take risks, develop confidence, create a sense of community and promote leadership qualities for all. Re-establishing and strengthening our family partnerships and connectedness to school will play an important part of tying these elements together over the strategic plan.

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Goal 1	Maximise the learning growth of every student.
Target 1.1	By 2026, increase the percentage (%) positive endorsement in the SSS in: <ul style="list-style-type: none">• Academic emphasis from 60% in 2022 to 75% in 2026• Collective focus on student learning from 73% in 2022 to 80% in 2026• Teacher collaboration from 26% in 2022 to 50% in 2026
Target 1.2	By 2026, increase the percentage (%) positive endorsement in the Teaching and Learning Evaluation of the SSS in: <ul style="list-style-type: none">• Believe evaluating impact improves practices from 61% in 2022 to 70% in 2026• Understand how to analyse data from 44% in 2022 to 55% in 2026• Teaching and Learning—planning from 63% in 2022 to 75% in 2026
Target 1.3	By 2026—increase the percentage (%) Above Benchmark Growth and decrease the percentage (%) Below Benchmark Growth in the Year 5 in: <ul style="list-style-type: none">• Numeracy - Above from 31% in 2022 to 40% in 2026• Numeracy - Below from 16% in 2022 to 10% in 2026• Spelling - Above from 31% in 2022 to 40% in 2026• Spelling - Below from 22% in 2022 to 15% in 2026

Target 1.4	<p>By 2026, increase the percentage (%) positive endorsement in AtoSS in:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 73% in 2022 to 80% in 2026 • Effective teaching time from 69% in 2022 to 80% in 2026
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Build a whole school culture of high expectations, collaboration, and reflective practice/inquiry.
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Strengthen the capacity of all staff to use evidence-based practices to effectively implement school wide frameworks.
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Strengthen teacher capacity to analyse learning and wellbeing data to inform class, cohort, and individual point of need learning requirements.
Goal 2	Strengthen the engagement and wellbeing of all students.
Target 2.1	<p>By 2026, increase the percentage (%) positive endorsement in AtoSS in:</p> <ul style="list-style-type: none"> • Student voice and agency from 55% in 2022 to 65% in 2026

	<ul style="list-style-type: none"> • Stimulating learning from 63% in 2022 to 70% in 2026 • Student connectedness from 64% in 2022 to 75% in 2026 • Advocate at school from 74% in 2022 to 85% in 2026
Target 2.2	<p>By 2026, increase the percentage (%) positive endorsement in the POS in:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 60% in 2022 to 75% in 2026 • High expectations for success from 74% in 2022 to 80% in 2026
Target 2.3	<p>By 2026, increase the percentage (%) of students achieving top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> • Writing in Year 5 from 22% in 2022 to 40% in 2026 • Numeracy in Year 5 from 21% in 2022 to 40% in 2026
Target 2.4	<p>By 2026, increase the % percentage of females in Year 3 achieving top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> • Reading from 64% in 2022 to 70% in 2026 • Writing from 52% in 2022 to 70% in 2026 • Numeracy from 23% in 2022 to 40% in 2026
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to	Develop and document a multi-tiered whole school engagement and wellbeing framework that enhances student outcomes.

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen school and family partnerships to improve student learning and wellbeing.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a whole school approach to activate student voice and agency.