State Government Victoria Department of Education and Early Childhood Development

School Strategic Plan for Moorabbin Primary School Southern region 2013-2016

Endorsement by School Principal	Signed…………………………………… (Principal's signature) Name Sarah Salter Date……………………………………………
Endorsement by School Council	Signed…………………………………… (School Council President's signature) Name John McCallum Date……………………………………………
Endorsement by Regional Director or nominee	Signed…………………………………… (Regional Director or nominee's signature) Name Margaret Bainbridge Date……………………………………………

School Profile

Purpose	Moorabbin Primary School has a core purpose to nurture and develop the relationships between students, staff, parents and the wider community. We foster the education and wellbeing of all through the provision of a safe, challenging, supportive and dynamic learning environment where all children are challenged to excel. Our vision is that: "We are learners for life, leading the way, who make the most of everyday" and that Moorabbin Primary school is 'The Place to Excel'.
Values	**We strive for all members of our community to be:** Thoughtful: To consider the needs of others. Enthusiastic: To be keen, eager and interested. Respectful: To be polite and to care for self, others and our environment. Responsible: To make good choices and accept the consequences of poor choices. Inclusive: To respect the ideas and feelings of others. Friendly: To be welcoming and kind to others. Inquisitive: To wonder about the world. Capable: To have-a-go and do your best.
Environmental Context	Moorabbin Primary School No. 1111 dates back to 1872, making it the oldest school in the district. The school is set in a residential area with attractive, well maintained grounds bordering Dane and Worthing Roads. Currently 325 students are enrolled at the school. Student numbers have remained static for a number of years, however Prep numbers have risen considerably in the past two years. The school caters for families from a range of socio-economic groupings with some quite affluent families as well as families from local Government housing facilities. Moorabbin PS has an SFO of 0.34 and a LBOTE of 0.25. Moorabbin Primary School has a staffing ratio of 21.6 eft. Moorabbin plays host to International students who come to learn in Australia from a variety of countries. We are exploring closer links and ties to China through our International accreditation and our teaching of Mandarin. The school has recently benefitted from the addition of modern facilities as well as some renovations to an existing original building. Moorabbin now showcases a wonderful flexible Junior learning space where all of our Prep to Two students learn. A modern well-equipped Library is a feature of our new building and all students in the school take advantage of it on a regular basis. These facilities are well furnished and allow for contemporary teaching and learning. Our Senior Learning Centre offers a similar flexible learning space where students take responsibility for their learning through working in groups according to needs. Their resources are housed in lockers and flexible furniture designed for contemporary learning abounds. At years three and four, students are housed in more traditional style learning spaces that allow them to work across the year level and between classes. Our transition program is mindful that as students move through the school they need to be well prepared for life and working in a range of learning environments is just part of that journey. Moorabbin fosters a Professional Learning Community. At all levels, teachers plan together on a weekly basis facilitated by a team leader. All staff members have leadership roles as do our senior students. This allows for a distributed view of leadership across the school. The school offers a wide range of specialist classes including PE, Language (Mandarin), Music and Art. These specialist programs are taken by additional teachers each of whom work part time. Moorabbin has a strong history of excellence in Physical Education and sport and competes in local school district in both Summer and Winter school competitions. In addition, competitions are held in swimming, cross-country and athletics. An annual sports day is held where all children compete in serious and fun based activities and parents are encouraged to attend. From years 4 to 6 we run the Bike education program where students learn how to be responsible riders on the road. The music program is enhanced by a school choir, an instrumental music program and an annual concert, a highlight of the school year. The school is computer networked with all students having access to notebook, netbook and desktop computers as well as tablet computers. All students participate in the Digital Excellence program. Students are introduced to all aspects of technology and work towards becoming experts in a variety of fields such as digital photography, tablet computing and cyber safety. All learning spaces have interactive whiteboards. Literacy and Numeracy are taught daily in every class level. At Moorabbin, we follow the Reader's Writer's workshop approach and teach specifically strategic

comprehension across all classes. Learning is highly valued by the community and our strong results are to maintained in coming years through a rigorous Strategic Plan. All staff members are expected to be involved in school life and contribute to the continuous improvement of the teaching and learning at the school.

The school is well supported by an active School Council and Parent and Friends group where many parents contribute to school life. In addition, many parents work in classrooms and assist in the learning programs across school. This is much valued and one of the reasons why our school is known as a community hub.

We have a highly regarded pastoral care program. Children are known for their excellent behaviour and good manners. If a teacher is asked what is special about Moorabbin, inevitably the first words on anyone's lips is 'the children'. Social skills are specifically taught through the use of a strong social competency program. Our motto is 'The Place to Excel'. Excel means to outclass, to stand out, to surpass and this is what we strive for by positively encouraging every child to exceed even their own dreams. We value a learning community where all children can flourish and be challenged, learning to problem solve and pursue excellence in all that they do. This is epitomised by the high standards our students achieve.

Moorabbin Primary School has consistently achieved excellent academic results as measured by National testing programs for a number of years. This is due to the extremely dedicated staff who work so hard for the good of the school and the children they care for.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To sustain high student achievement in Literacy and Numeracy, with an enhanced focus on the early years.	**Using NAPLAN data for:** • Yr 3 reading, writing, spelling and mathematics to be above a score of 450 by 2016 • In Yr 5 Reading, writing and mathematics to be above a score of 530 by 2016 and spelling to be above a score of 540. • In Early Years Literacy Interview to achieve growth of at least 1 VELS level for all children between years Prep and One and between years One and Two. • Using reading recovery levels and benchmarking, 95% of students to be at or beyond level 8 by the end of Prep, level 20 by the end of year 1, and level 25 by the end of year 2.	Engage students in the highest quality learning activities. Continue to build teacher capabilities, through professional learning.

Student Engagement and Wellbeing	To enhance student engagement and ownership of learning.
	
	To enrich student wellbeing, through stronger community connectedness.
		• Staff survey results to be at or above 4.8 in al. teaching and Learning Measures. In student behaviour – school to be at 4.8.
		• The measures of teaching and learning and student relationships in the attitudes to School survey to be at 4.5 or above.
		• In the parent survey measures to be at or above for the following areas
		    o Student safety – 6.5
		    o Classroom behaviour – 6.0
		    o Connectedness to peers – 6.8 and
		    o Connectedness to school – 6.8
			Develop strong, distributed, educational leadership across the school.
			
			Equip students to be resilient and responsible learners.

Student Pathways and Transitions	To build student learning skills and confidence, to enable successful transition through the school.	• Parent responses to Schools own Transition surveys to be above the 75th percentile • Student responses to school transitions survey to be above the 75th percentile • Attitudes to School Survey measures of Connectedness to peers – 6.8 and connectedness to school – 6.8 • Staff Survey measures in school climate and engagement to be at or above 4.5	

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones
Student Learning Engage students in the highest quality learning activities.	Year 1	• Develop a school mission statement and vision for teaching and learning. • Build teacher capabilities and skill in explicit Literacy and Numeracy strategies. • Increase teacher capabilities to implement high quality teaching. • Develop an ICT and thinking skills vision and plan for school, including implementation of the e-smart program. • Develop our International Student Program across the school	▪ Unpack vision with staff and students and develop common understandings and core values ▪ All teachers implementing a Reader's workshop structure by end Term 2 ▪ Establish an English coaching program in P-2 area of school during Semester 1 2013 ▪ All teachers trialling agreed Assessment schedule for a full year ▪ E Learning survey completed by all staff by end of semester ▪ E Learning Plan developed ▪ Scope and sequence for Digital Excellence completed (end term 1) and program implemented throughout the year ▪ All teachers work programs to show learning intentions for all learning areas ▪ Publish all documentation related to International students and ensure CRISCOS number is on all publications
Continue to build teacher capabilities, through professional learning.	Year 2	• Build teacher capabilities by providing learning for Team Leaders to better equip them to lead their teams • Use of E^5 model as a means to Increase teacher capabilities to implement high quality teaching. • Develop school protocols about high quality learning activities. • Develop an ICT and thinking skills vision and plan for school, including implementation of the e-smart program. • Develop our International Student Program across the school	▪ Weekly Leadership Meetings and leadership weekend to build leadership capabilities ▪ All teachers have E^5 related goals built into their professional learning plans and performance and development cycle. ▪ Mathematics planning to show differentiation and use of data for flexible groupings ▪ All teachers implementing a Writer's workshop approach ▪ School wide scope and sequence for a genre approach to the teaching of writing developed ▪ Continuation of Literacy coaching ▪ Continue practice of regular use of achievement data in Level teams to drive student achievement – documentation in minutes of team meetings ▪ Regular moderation taking place within and across teams as recorded in Assessment schedule ▪ E Learning Plan implemented ▪ All teachers work programs to show learning intentions and success criteria for all learning areas ▪ Continue networks with International Student Agents especially in China
Develop strong, distributed, educational leadership across the school.	Year 3	• Build teacher capabilities and skill in explicit Literacy and Numeracy strategies. • Increase teacher capabilities to implement high quality teaching. • Develop school protocols about high quality learning activities • Develop our International Student Program across the school	▪ Learning goals included in student reports ▪ Continued coaching with David Anderson working on personalising learning ▪ Teachers outside of the Leadership team take on the leadership of core curriculum areas ▪ On-going PD led by teachers for teachers in Literacy and Numeracy, including coaching ▪ All teachers to participate in classroom observation program ▪ Implementation of three way conferencing including children, teacher and parent ▪ All teachers work programs to show learning intentions, success criteria and purposeful feedback for all learning areas ▪ Maths planning to incorporate the use of manipulative materials and ICT throughout each year level ▪ School to establish sister school relationship in China
Equip students to be resilient and responsible	Year 4	• Increase teacher capabilities to implement high quality teaching. • Develop an ICT and thinking skills vision and plan for school, including implementation of the e-smart program. • Develop our International Student Program across	▪ Continuation of PD led by teachers for teachers in Literacy and Numeracy, including ▪ Continue teachers observing teachers program ▪ All teachers using ICT across curriculum and in every learning session ▪ Teachers using purposeful feedback documented and discussed in team meetings ▪ Staff to visit China through Hanban tour or similar

learners.		the school	
Student Engagement and Wellbeing Engage students in the highest quality learning activities.	Year 1	▪ Develop a school leadership plan that sets out what needs to happen and who does what to drive school improvement. ▪ Continue planned weekly professional learning team meetings, with a focus on teaching and learning issues. ▪ Develop a school theory of instruction. ▪ Review and update the current student engagement and wellbeing policy and develop a student code of conduct	▪ Value teacher leadership practices through more explicit and timely role clarity processes and documents and acknowledgement of staff contributions eg. Staff meetings, school assemblies and newsletters. ▪ Staff Professional Learning Teams (PLT) meeting regularly to strengthen their knowledge of curriculum initiatives and provide professional development to staff across the school ▪ Student Wellbeing policy reviewed and updated and Student Code of Conduct developed and distributed ▪ Increased student participation in school events, e.g. Celebration of Learning Assemblies and through the implementation of the Digital excellence program ▪ Student Leaders from SRC attending all School Council meetings to report to Council ▪ PLT's in core curriculum areas included as regular fixture of the Meeting Schedule ▪ Improved scores on student, staff and parent surveys, on teaching and learning, student, student relationship, classroom behaviour and school connectedness
Continue to build teacher capabilities, through professional learning.	Year 2	▪ Implement a school leadership plan that sets out what needs to happen and who does what to drive school improvement. ▪ Continue planned weekly professional learning team meetings, with a focus on teaching and learning issues. ▪ Development of pedagogical learning Plan that takes account of flexible learning spaces and personalised learning. ▪ Staff gain positive feedback through improved scores on student, staff and parent surveys, on teaching and learning, student behaviour, student relationships, classroom behaviour and school connectedness	• All staff accountable for their roles and responsibilities across the school through performance plan documentation • Development of Moorabbin Social competency program • All teachers provided with professional learning in the giving of and receiving of feedback • All teacher performance plans to show evidence of classroom observations • Ensure that the school's approach to Teaching and Learning maximizes the creative use of the more flexible learning spaces • Student Leaders present at School Council • Review behaviour management/circle time/restorative practices and run PD to ensure whole staff implementation • Improved scores on student, staff and parent surveys, on teaching and learning, student, student relationship, classroom behaviour and school connectedness
Develop strong, distributed, educational leadership across the school. Equip students to be resilient and responsible learners.	Year 3	• Embed a school leadership plan that sets out what needs to happen and who does what to drive school improvement. • Continue planned weekly professional learning team meetings, with a focus on implementing pedagogical master plan ▪• Continued use of the E5 model and a Performance Development Culture to strengthen teacher instructional capabilities	▪ All teachers using Moorabbin PS social competency program ▪ Leaders of core curriculum areas to be outside of the Leadership Team ▪ All teachers giving and receiving feedback when watching others teach ▪ School timetables continue to show evidence of provision of time for teacher observations ▪ Consolidation of E^5 model using it as the basis for professional conversations in reflection and feedback linked to performance development approach ▪ PLT's timetabled on a weekly basis to enhance student learning, personalisation and focussed teaching through implementation of the pedagogical master plan. ▪ Improved scores on student, staff and parent surveys, on teaching and learning, student, student relationship, classroom behaviour and school connectedness
	Year 4	• Review a school leadership plan that sets out what needs to happen and who does what to drive school improvement.. ▪• Review pedagogical master plan.	▪ E5 documentation with teacher performance plans as basis of professional discussions within and across teams ▪ Review of pedagogical master plan carried out by School Leadership Team
Student Pathways and Transitions	Year 1	▪ Document the range of pathways into and through the school for year prep, current and new students. ▪ Build a strong learning community.	• Establish core Transition team to work on transition across school • Document Prep Transition process • Master sets of all documentation for transition across the school to be compiled • Complete email lists for every class through class coordinator program to improve communication • Implement on-line parent booking for parent teacher interviews

Engage students in the highest quality learning activities.		• Improve whole school communication through a range of means • Completion of policies related to parent home school communication	• Survey Monkey used for surveys for transition programs across the school • Core co-operative learning and enabling skills identified and documented for teaching across all year levels • Improvement in Staff Survey school climate measures • All students to have Ultranet page • All students to have comprehensive academic and wellbeing files • Home school communication policies completed
Continue to build teacher capabilities, through professional learning.	Year 2	• Document the range of pathways into and through the school for year prep, current and new students. • Build a strong learning community through clear communication processes for and across staff teams. • Continued work on website and email lists to facilitate school home communication	• Initiate parent helpers training program to maximize parent support in classrooms • Use of Ultranet as means of parent communication of student learning • All teams to have established an Ultranet space for communication • Establish regular visit program between Yrs 2 and 3 and 4 and 5 so that students have multiple opportunities to work in flexible spaces. • Professional Learning on working in flexible learning spaces • All teachers implementing core student cooperative capabilities • Implementation of three way interviews • Improvement in Staff and Parent Survey school climate and General satisfaction measures
Develop strong, distributed, educational leadership across the school. Equip students to be resilient and responsible learners.	Year 3	• Document the range of pathways into and through the school for year prep, current and new students. • To maintain a strong learning community through provision of a range of involvement opportunities and strong communication • Review of Parent Handbook	• Continue parent helpers training program to maximize parent support in classrooms • Parents included in training on Cyber safety. • Encourage parent and student voice and experience to enhance the transition process through completion of specific surveys regarding transition. • Parent Ultranet professional learning and development of its use in parent communication • Improvement in Staff and Parent Survey school climate and general satisfaction measures • School Council Sub Committee review Parent Handbook
	Year 4	• Document the range of pathways into and through the school for year prep, current and new students. • To evaluate the communication measures taken to build a strong learning community.	• All staff and parents using Ultranet on regular basis and all homework on Ultranet space • Improvement in Staff and Parent Survey school climate and general satisfaction measures • Review parent helpers training program to maximize parent support in classrooms