



MOORINE ROCK PRIMARY SCHOOL



Strategic Plan 2018 – 2020

CONTEXT

Moorine Rock Primary School caters for the needs of approximately 20 students ranging from Kindergarten to Year 6 who come from agricultural backgrounds. The school is located in the heart of Moorine Rock, which is situated 22km west of Southern Cross. Our school has a welcoming and caring atmosphere which immediately creates a supportive environment.

Moorine Rock Primary School has well maintained facilities including a Junior and Senior room, as well as an Art room, Administration Block and Library. All students and staff have access to wireless technology throughout the school, Interactive White Boards and banks of I-Pads and laptops to facilitate learning across all curriculum areas. The school is well equipped with playgrounds, a multi-purpose hard court, oval and an all-weather undercover area.

The school is a member of the Eastern Wheatbelt Education Network which provides excellent opportunities for our students and staff. Moorine Rock is strongly supported by the P&C, who work hard throughout each year to raise funds to support the school.

MISSION

Moorine Rock's mission is to:

- Develop life-long learners and maximise the potential of every student in partnership with the community
- Foster a sense of pride in students, their school and their community

VISION

To provide an exemplary place of learning that encourages life-long learners who strive for their individual excellence and demonstrate the values of the school.

VALUES

- Learning for Life
- Respect
- Responsibility
- Individual Excellence

MOTTO

Reach for the Stars



SHARED UNDERSTANDING ABOUT SUCCESSFUL STUDENTS

We believe:

- A culture of high performance sees everyone working to achieve their best
- Students learn best when given the opportunity to work both collaboratively and independently
- Resilience is an important life skill that needs to be developed and fostered in all
- Students' efforts and achievements are encouraged and celebrated
- Educators support individual difference, learning style and ability to develop the whole child
- Educators, students and parents work collaboratively to set high expectations both academically and socially, and strive to achieve them

FOCUS AREAS

1. **Successful Students:** All students achieve their potential through high quality teaching and learning
2. **High Quality Educators:** All staff seek continual growth through self-improvement and development
3. **Inclusive and Engaging Environment:** Through a culture of high care, all students feel safe, valued and become resilient individuals
4. **Positive Community Partnerships:** All stakeholders work collaboratively to improve student outcomes



ACHIEVEMENT TARGETS

1. By the end of 2020, students identified in operational planning will be equal to or higher than the WA public school mean for:
 - 1.1 Year 3 & Year 5 NAPLAN Reading
 - 1.2 Year 3 & Year 5 NAPLAN Writing
 - 1.3 Year 3 & Year 5 NAPLAN Numeracy

2. Annually, students identified in operational planning will achieve moderate to very high progress from Pre-Primary On Entry to Year 3 NAPLAN in:
 - 2.1 Reading
 - 2.2 Numeracy

3. By the end of 2020 raise the percentage of students achieving “consistently” across the Attitude Behaviour Effort (ABE) report indicator “cooperates productively and builds positive relationships with others” from:
 - 3.1 Lower primary: 25% to 40% of students
 - 3.2 Primary: 50% to 70% of students

4. By 2020, raise the percentage of students achieving regular attendance from 80% to 90%

5. Reduce the rate of unauthorised student absences from 18% to 10%

6. By 2020, National School Opinion Survey responses:
 - 6.1 Parents above 80% selecting strongly agree “teachers at this school motivate my child to learn”
 - 6.2 Staff above 85% selecting strongly agree for “teachers at this school provide students with useful feedback about their school work”
 - 6.3 Students above 50% selecting strongly agree for “teachers at this school expect me to do my best”

1. **SUCCESSFUL STUDENTS:** All students achieve their potential through high quality teaching and learning

Teaching

- Staff use evidence-based, whole school approaches as per operational plans to deliver high quality instruction
- Staff contribute to the annual review of operational plans, setting future directions
- Teaching staff set high expectations and targets for the specific progress of students/groups based on rigorous analysis of data
- An emotional intelligence and values program is implemented across the school
- Educators differentiate to cater for students' need
- The Scientific Inquiry Process is explicitly taught
- Focus on Digital technology skills to prepare for future needs

Learning Environment

- Regular meetings are held to reflect and plan against the National Quality Standards (NQS)
- NQS audit requirements are met by the end of 2020
- Maintain a strong focus on the explicit teaching of Literacy and Numeracy through timetabled blocks

Relationships

- Implement a process to incorporate and acknowledge student feedback
- Collaborative planning and moderation between teaching staff

Leadership Opportunities are provided for students to demonstrate leadership and care in school and the wider community

- Unexplained student absences are consistently followed up through a variety of methods



2. HIGH QUALITY EDUCATORS: All staff seek continual growth through self-improvement and development

Teaching

- Teachers plan, teach and assess according to the WA Curriculum and judging standards SCSA documents
- Develop and implement a disciplined dialogue approach to analysing data to improve student learning
- Implement an explicit teaching methodology across all learning areas
- Teachers examine the impact of their own teaching strategies and compare with others in search of powerful teaching strategies
- Provide opportunities for casual and temporary teachers to participate in learning opportunities to maintain up-to-date knowledge and skills

Learning Environment

- Educators confidently use digital technologies across all learning areas to engage students
- ICT skills are explicitly taught to prepare students for online assessments and future needs

Relationships

- Articulate high expectations and standards of staff performance through induction, professional learning and performance management based on Australian Institute for Teaching and School Leadership (AITSL) Standards or Competency Frameworks
- All staff complete the biannual Staff National School Opinion Survey (NSOS)
- Teachers observe colleagues teaching, give feedback to help them improve on performance management goals

Leadership

- Align Performance Management (PM) goals to the AITSL Standards or Competency Frameworks
- Professional Learning aligns with PM goals and school plans which builds capacity of all staff
- Develop and implement comprehensive induction procedures for new staff
- Purposely use technology to deliver improved learning opportunities
- Implement sustainable approaches that support the physical, mental and social welfare of staff

Resources

- Human resources are deployed to achieve the best possible student outcomes
- School self-assessment indicators guide resource planning and allocations are made to address identified need



3. INCLUSIVE AND ENGAGING ENVIRONMENT Through a culture of high care, all students feel safe, valued and become resilient individuals.

Teaching

- Incorporate the Aboriginal Cultural Standards Framework across the curriculum for all year levels
- All students on documented plans are monitored and progress is made through the collection and analysis of ongoing individual assessments
- Explicitly teach the Protective Behaviours WA curriculum on an annual basis

Learning Environment

- Ensure the Aboriginal Culture and history is reflected throughout the school environment
- Maintain a safe digital environment
- Ensure students are confident and adaptive users of technology to prepare them for learning, social and employment opportunities of the future

Relationships

- School values are explicitly taught and referred to
- Maintain staff cohesiveness and professionalism through our agreed Code of Conduct
- All school staff maintain positive respectful relationships with students, parents and each other as part of caring learning environments that support student wellbeing
- Engage students, families, community partners and other agencies to address attendance issues for at risk students

Leadership

- Create and implement a comprehensive approach to student wellbeing, including behaviour to sustain a culture of high care
- Ensure there is strong individual case management approach to students accessing external services



4. POSITIVE COMMUNITY PARTNERSHIPS: All stakeholders work collaboratively to improve student outcomes

Teaching

- Create and resource opportunities for whole school staff collaboration within the EWEN Network schools
- Explore options to develop partnerships with schools within the wider Wheatbelt Region

Learning Environment

- Ensure Aboriginal culture and local history is reflected throughout the school environment
- Students will be involved in the design and upkeep of the school environment
- Sustainability will be reflected in the learning environment through the choices of play equipment and gardens
- Create a sustainable model to further enhance the use of school facilities by the Moorine Rock Playgroup

Relationships

- Continue to use a range of strategies to communicate, connect and inform parents, carers and the wider community
- Active involvement of the P&C and School Council to support the school's strategic direction
- Collaborate with other professionals and outside agencies to ensure successful students
- Draw on community expertise to enhance the range and delivery of learning experience

Leadership

- School Council will be inducted and trained to ensure strong governance
- Incorporate the perspectives of staff, students, parents and the community as active participants in school improvement planning

Resources

- Open and transparent communication processes between the School Council and the school underpin budget management



STRATEGIC PLAN ENDORSEMENT

This plan has been developed by the staff at Moorine Rock Primary School. It has been shared with and endorsed by the members of the 2018 Moorine Rock School Council.

L. Rose

School Council Chairperson: Mrs Linda Rose

May 2018

Date

S. Perrett

Principal: Miss Sarah Perrett

May 2018

Date