Moorine Rock

Primary School

Strategic Plan

2021-2024

Our Vision and Values

Moorine Rock Primary School has developed this plan collaboratively with staff, parents and the school council. The strategic directions in the plan are designed to support students to be successful learners and have pride in themselves and their community.

Our Vision

At Moorine Rock Primary School, we provide a respectful and safe learning environment that fosters compassionate, resilient and independent lifelong learners. We challenge students to reach their potential to grow socially, emotionally and academically. We encourage students to think critically about their education and be creative throughout their learning journey.

At Moorine Rock, we focus on the whole child and give students the skills to become active participants and leaders in an ever changing world.

Our Values

Learning for Life
We encourage our school community to value learning and recognise that the quest for knowledge, understandings and skills is a lifelong journey.

Individual Excellence
We believe that all students and staff should strive to achieve their potential and aspire to excel in all that they do.

Respect
We treat others with consideration and respect one another's point of view.

Responsibility
We are accountable for our own actions and resolve differences in constructive and peaceful ways.

Our Beliefs

At Moorine Rock Primary School we believe that all students, staff, parents or community members have the right and responsibility to contribute to their school and engage with their child's education. We value collaboration in all aspects of planning and model expected behaviour and attitudes to help establish a positive relationship with the Moorine Rock community. Students are encouraged to use critical thinking and problem solving skills to create solutions to challenges they face in their learning and everyday lives.

Students have the RIGHT to	Students have the RESPONSIBILITY to
- Learn in a safe, supportive and caring environment - Be respected as individuals - Grow and develop as a whole person - Be treated with courtesy and respect	- Be prepared for the day - Respect self, staff and peers - Be accountable for their own learning and engage positively in all activities - Be well presented and responsible for their belongings - Be responsible for school property - Ensure their behaviour does not disrupt others - Protect the safety and wellbeing of others

Staff have the RIGHT to	Staff have the RESPONSIBILITY to
- Teach in a safe, secure and clean environment - Be respected by colleagues, parents and the community - To build professional skills and learning opportunities	- Model expected behaviours - Show respect to students, staff and community - Ensure school resources and property is well maintained - Be organised and prepared to deliver the day's teaching - Report student progress to parent/s and keep accurate and relevant documents

Parents have the RIGHT to	Parents have the RESPONSIBILITY to
- Be informed about their child's progress and achievement - Access a meaningful and adequate education for their child - Be heard in an appropriate forum on matters relating to the rights of their child - Be informed regarding behaviour management, strategies and curriculum support utilised by the school to educate their child	- Ensure their child is prepared for school by providing the tools necessary - Ensure physical and emotional condition of child is conducive to learning - Ensure their child regularly attends school - Supports schools with child's development and education - Support the schools behaviour policy

Explicit Instruction

Moorine Rock Primary School is committed to producing, establishing and implementing a whole-school explicit instruction pedagogy. Students will be taught in a structured 90-100 minute block for literacy and numeracy, incorporating all aspects of the Moorine Rock lesson plan structure. Teachers are committed to planning, teaching and assessing students through authentic and valid methods by providing engaging and diverse learning opportunities for all students. The leadership team is committed to providing the necessary support and professional learning opportunities for all staff to develop their skills to further enhance the culture and learning expectations at Moorine Rock Primary School.

Focus	Strategies	Milestones
To develop and embed a whole-school pedagogy across all curriculum areas.	**Success for all Students** **All students will:** • Engage in assessing their own progress towards achieving learning goals • Follow Moorine Rock learning expectations e.g. ruling up, handwriting • Take pride in their work and show respect for their own and others belongings • Engage in learning within the classroom by participating in explicit instruction warm ups and plenaries • Know and self-assess against WALT, WILF and TIB and learning intentions • Engage in the self and peer feedback process • Develop a growth mindset to ensure they are meeting their own goals • Engage in goal setting throughout the year	**All students:** • Refer to WALT, WILF and TIB and learning intentions displayed in the classroom • Actively participate in warm ups, classroom discussions and plenaries • Present work neatly in the classroom and in books • Reflect on their learning and goal setting regularly

	High Quality Teaching
	All teachers will:
	• Design effective programs which include clear and attainable learning outcomes
	• Demonstrate a balance in the variety of learning approaches
	• Have high expectations and promote excellence in the form of challenging learning goals that are pursued relentlessly
	• Implement Talk 4 Writing program to support the teaching and learning of writing
	• Focus upon intentional play-based learning in Early Childhood
	• Engage in structured peer observation schedules explicitly linked to areas requiring development for teachers
	• Continue to use Brightpath to validate and confirm teacher judgements when assessing writing
	• Teachers use the Instructional Model to plan better lessons both individually and in teams.
	• Integrate all aspects of Moorine Rock's block structure into all lessons
	    ○ Visual timetables
	    ○ EI Warm ups (max 15 minutes)
	    ○ WALT, WILF, TIB and learning intentions
	    ○ RUCSAC (maths)
	• Utilise the Moorine Rock's lesson structure template to forward plan and structure a 90-100 minute literacy and numeracy block
	• Adhere to Moorine Rock's assessment schedule
	• Teach according to Western Australia's SCSA Scope and Sequences
	• Utilise SCSA judging standards and moderation tasks to assess student progress and achievement.
	• Develop a work agreement with EA to establish routines and an effective partnership
	• Provide students with regular feedback
	• Utilise standardised testing to guide teaching and assessment cycle
		All teachers:
		• Use PIPS, On Entry and PAT Data to shows student progression and track using individual tracking spreadsheet
		• Actively participating in performance management planning and evaluation sessions with line manager
		• Participate in regular peer and Principal observations to enhance and reinforce performance management goals
		• Regularly reflect on their own practice
		• Use collected data to track achievement and progress in the classroom
		• Display differentiated high quality work produced by students and regularly changing it
		• Produce a work agreement created each term with EA

	Effective Leadership **Leadership Team will:** • Develop instructional model in conjunction with staff to ensure consistency amongst classrooms • Regular Principal observations directly linked to Performance Management and Development meetings • Ensure a structured performance management cycle is being implemented across the school • Ensure all classrooms are using the expected explicit block structure and lesson format • Provide release time for all teachers to engage in regular peer observations throughout the school; allowing for targeted support around personal goals • Provide relevant professional learning for all staff and ensure staff are trained in CMS and Team Teach • Establish processes for short and long term data tracking for individual students and cohorts • Provide opportunities for cross-school moderation with other schools within the EWEN network	**The leadership team:** • Ensure staff regularly attend relevant professional learning • Participate in termly performance management meetings and goal setting to set long term goals • Give regular feedback for all staff based on PM and personal goals • Conduct regular peer and Principal observations to enhance and reinforce performance management goals • Receive bi-annual feedback from staff

Mentally Healthy Schools

Moorine Rock Primary School strives to create a calm and connect culture amongst staff, students, families and the community. We aim to create an inclusive and adaptive learning environment for all students that fosters a love of learning and a curiosity about the world around them. Staff model and explicitly teach the school values and behaviour expectations, as well as hold students accountable for their learning and behaviour. Our supportive and active community allows our school to further develop student connectedness to the school and wider community. We aim to develop student's social and emotional skills in order to aid them in reaching their full potential in all that they do.

Focus	Strategies	Milestones
To embed a whole school positive culture and learning environment.	**Success for all Students** **All students will:** • Attend regularly to ensure a routine is established • Actively work together in teamwork activities e.g. Teamwork Wednesday, Conversation Corner • Access whole school rewards for positive behaviour e.g. Shooting Star Awards, Star of the Week, Merit Certificates, Wonderful Work • Use Zones of Regulation visual displays to identify current zone and use strategies to ensure they return to "ready to learn" • Be supported to develop a positive mental attitude and actively use a growth mindset to engage with learning • See something, say something • Have opportunities to be student leaders within the school	**All students:** • Engage in learning and display on task behaviour • Prepare for learning and have a positive mental attitude • Show empathy toward others • Analyse shooting star data on Dojo • Are positive about their school experience based on NSOS • Attend regularly
	High Quality Teaching **All teachers will:** • Display Zones of Regulation materials in all classrooms • Differentiate student learning within the classroom to suit ability levels • Attend relevant professional learning e.g. Be You • Establish and maintain a calm and caring classroom environment • Provide opportunities for students to interact positively with all peers e.g. Conversation Corner, Teamwork Wednesdays etc. • Follow the whole school positive behaviour plan; ensuring fairness and high expectations for all • Utilise established whole school language regarding behaviour to ensure consistency • Model expected behaviours to children • Encourage parent involvement in the classroom e.g. parent helpers • Use the Australian Student Wellbeing Framework and School Wellbeing Check to measure and track growth in this area • Show respect to colleagues at all times	**All teachers:** • Display Zones of Regulation and refer to as necessary • Ensure students are positively engaged in learning tasks • Use whole school behaviour language to ensure consistency • Utilise strategies learnt in professional learning in the classroom • Share professional learning with staff • Regularly request parent input in classroom
	Effective Leadership **Leadership Team will:** • Ensure a safe and challenging learning environment exists for all students • Continue to develop and imbed positive behaviour management strategies throughout the school • Develop a whole school social skills plan • Develop a whole school mental health plan • Ensure all staff have completed Protective Behaviours Professional Learning • Provide opportunities for community involvement e.g. Family barbecues, open nights, parent interviews, Parents & Citizens, School Council, sporting events, classroom support, library, excursions, Father's Day/Mother's Day • Embed *Be You* strategies and beliefs with the support of staff and parents • Provide funding and support for appropriate Professional Learning e.g. protected behaviours, Be You etc. • Provide Professional Learning opportunities for parents (PPP and Resilience) • Fund and resource a regulation room for students to utilise when necessary • Implement the Good Standing Policy with semester rewards • Produce a school Facebook page to keep the community informed about school events • Provide opportunities for mental health events for all staff to participate in	**The leadership team:** • Monitors attendance levels and reward high attenders • Performance manage teaching staff • Encourage parent engagement • Presents Star of the Week, Merit Certificates, Mathletics, Lexile, 100 days of reading etc. • Ensures staff are engaging in professional learning • Regularly checks in with staff regarding mental health

STEAM

Moorine Rock Primary School is committed to providing all students with the opportunity to participate in Science, Technology, Engineering, Art and Mathematics (STEAM) challenges. We aim to develop student's critical thinking and enterprise skills; creativity; problem solving; teamwork; and collaboration and communication skills. An outstanding education in STEAM disciplines facilitates students to engage in real-world problem solving and encourages them to engage with the world around them. We recognise that the world is evolving at an extraordinary pace and we wish to prepare students for the twenty first century.

Focus	Strategies	Milestones
To embed STEAM practices across the school	**Success for all Students** **All students will:** • Be exposed to coding and participate in weekly coding activities. • Be explicitly taught the RUCSAC strategy and given opportunities to solve real world problems • Regularly utilise digital technologies to extend thinking • Be encouraged to foster collaboration, problem solving, higher order thinking and computational skills using project based learning and collaborative group work e.g. Kagan strategies • Participate in project based learning incorporating all elements of STEAM • Apply enterprise skills to other areas of learning	**All students:** • Engage in STEAM and coding lessons in the classroom • Work displayed in the classroom • Value process over product
	High Quality Teaching **All teachers will:** • Build capacity through relevant and meaningful Professional Learning e.g. STEAM, Digital Technologies, Apple Teacher • Utilise technology to maximise students learning • Integrated STEAM and Digital Technology across learning areas • Engage with community stakeholders and create meaningful partnerships to enhance STEAM education • Utilise Kagan teaching strategies in the classroom • Share STEAM learning at staff meetings • Reflect on the effectiveness of STEAM learning in classrooms • Provide students with authentic learning opportunities that allow them to collaborate and access the curriculum at their point of need	**All teachers:** • Utilise a common planning document to plan, teach and assess STEAM education • Track Science PAT data showing expected progress per year • Follow a whole school approach to STEAM integration • Explicitly teach Kagan strategies in all classrooms • Share STEAM learning at the last staff meeting of each term • Track students' progress on a common rubric for critical thinking and problem solving
	Effective Leadership **Leadership Team will:** • Develop a Scope and Sequence for Coding across all year levels • Develop a Scope and Sequence for Digital Literacy skills across the school • Develop a rubric to assess critical thinking and problem solving skills to track student achievement • Provide quality professional learning opportunities for all staff e.g. Minecraft Edu, Green Screen, Apple Teacher • Provide funding for resources to be used during STEAM challenges • Budget to support STEAM and Digital Technology professional learning • Seek opportunities for staff from different schools to collaborate • Set up a visual tracking system to allow teachers, students and administration to follow student improvements • Report success to the community through website and newsletters • Engage with community stakeholders to allow effective partnerships	**The leadership team:** • Provides STEAM PL opportunities for all staff • Maintains PAT testing schedule and review processes • Ensures performance management goals for all staff reflect the business plan • Ensures Digital Technology resources are being utilised in the classroom and resources are up to date • Encourages parent and community engagement through events

SAER and Academically Able Students

Moorine Rock Primary School allows all students the opportunities to experience personal success and provide them with transferable skills to achieve personal excellence. We will continue to build the capacity of our teachers to ensure they are equipped to deal with 21st century teaching practises. Our focus will be on early intervention for identified at risk students and extending our academically able students using inquiry based learning opportunities.

Focus	Strategies	Milestones
To embed a culture of high expectations through the use of whole school data tracking and goal setting.	**Success for all Students** **All students will:** • Be engaged in their learning and be accountable for their organisation, attendance and learning. • Use classroom displays to track their own progress in Lexile (points and scores), sight words, Brightpath scores, Mathletics points • Write legibly in a neat and clear handwriting (NSW Font) • Set SMART goals for themselves based on their PLP. • Reflect on their learning on a weekly basis to ensure goals are being met and gaps identified.	**All students:** • Assist in the creation of personal learning plans with teachers and parents • Display PLP SMART goals in a visible position • Self-reflect against SMART goals completed weekly • Self-track their Lexile, Brightpath and Mathletics results
	High Quality Teaching **All teachers will:** • Differentiate learning within classroom to cater for SAER students • Evidence based programs utilised to cater for different learning needs e.g. Words Their Way, Cars and Stars, PM Benchmarking, Mathletics, Stepping Stones. • PIPS (Kindy) and On Entry testing (PP-2) Feb and Dec, use data for case management of students. • School wide intervention programs for literacy e.g. ABC Cracking the Code and mastery folders • Adhere to assessment schedule and WA Scope and Sequences to ensure coverage of all curriculum • K-PP emphasis on play based learning as a part of a balanced curriculum as per action improvement plan for NQS • Use quality instruction and collaborative learning strategies to extend the most academically able students e.g. explicit teaching of high level comprehension strategies, maths investigations and literacy writing techniques • Case manage academically able students and intensively track their progress • Develop, alongside principal and student, a personal learning plan (PLP) for each student focusing on long term (termly) goals • Develop IEP's that utilise SEN-D planning for at risk students as identified in SAER planning (5 week timelines) • Plan opportunities for students to apply innovation, creativity entrepreneurial skills, in order to develop STEAM competencies. • Visually track student progress in Lexile quizzes, Mathletics and Brightpath	**All teachers:** • Continue to improve On Entry results and student trajectory is positive • Ensure students are in green zone or higher for On Entry at the beginning of the school year • Provide intervention in the classroom • Show evidence of differentiation inter and intra year group • Create personal learning plans (PLP) for all students in conjunction with students, staff and parents • Regularly track student scores, points and progress and share at meetings when necessary
	Effective Leadership **Leadership Team will:** • Develop SAER plans with inbuilt accountability schedules • Set up SAER files for Senior and Junior room to monitor student's progression. • Develop and implement an Academically able policy to ensure academically able students are extended • Data collected feeds into SAER register and identification of students requiring extension or remediation. • Develop a concise and practical NQS improvement plan in conjunction with early years teacher • Identify and apply for additional funding opportunities for NQS improvements around the school • Development of progress and assessment tracking document for all students • Whole school data is used to drive learning programs and whole school operational plans. • Develop teacher knowledge to understand concepts beyond the current year level. • Provide additional release time each term for teachers to create personal learning plans for all students • Provide teachers with the opportunity to deliver explicit intervention for SAER students • Develop a school wide Literacy and numeracy plan outlining all aspects of the block to ensure fidelity • Track students using mathletics and Lexile programs, recognising their achievements at morning meetings and assemblies	**The leadership team:** • Develops SAER plans in conjunction with all staff • Assess and implement change management in a sustainable way • Develop, implement and assess a NQS improvement plan

Our Targets 2021-2024

Literacy

Reading

In NAPLAN, all students score above the national average

Students from Pre-Primary to Year 2 score in the green zone or above in On-Entry

All students score in stanine 5 or above in end of year PAT testing unless on an IEP goal

80% of students score a PM Benchmark reading level of 30 by the end of year 3

80% of students score in the proficient range or above in Lexile

Spelling and Sight Words

By the end of Year 2, students have reached the end Stage 3 Target 4 in Diana Rigg

By the end of Year 3, all students read and write all Oxford Sight Words

Writing

In NAPLAN, all students score above the national average

Students from Pre-Primary to Year 2 score in the green zone or above in On Entry

90% of students achieve a C grade or higher in writing

Mathematics

In NAPLAN, all students score above the national average

Students from Pre-Primary to Year 2 score in the green zone or above in On Entry

All students score in stanine 5 or above at end of year PAT testing unless on an IEP goal

80% of students test in the normal range for their age group in Ballard Westwood Facts assessment (Year 1 – 6)

Socially and Emotionally

Students rate the school as 4.5 out of 5 or above in all areas of the National School Opinion Survey

Australian Student Wellbeing Framework and School Wellbeing Survey consistently shows student wellbeing to be high and showing progression

Each term all students will have achieved at least 50 individual Shooting Stars and 500 class reward point

Specialty Subjects

Increase in all students' grades in Science and Technology learning areas

Glossary

CMS	Classroom Management Strategies	EI	Explicit instruction
EWEN	Eastern Wheatbelt Education Network	IEP	Individual Education Plan
NQS	National Quality Standards	NSOS	National Schools Opinion Survey
PAT	Progressive Assessment Test	PIPS	Performance Indicators in Primary Schools
PL	Professional Learning	PLP	Personal learning plan
RUCSAC	Read, understand choose, solve, answer, check	SAER	Students at educational risk
SCSA	School curriculum and standards authority	SEN-D	Special Educational Needs Disability
SMART	Specific, Measureable, Attainable, realistic, timely	STEAM	Science, Technology, Engineering, Arts, Mathematics
TIB	This is because	WALT	We are learning to
WILF	What I'm looking for		