

School Strategic Plan for

Murrabit Group School Loddon Mallee region 2013-2016



Endorsement by School Principal	Signed..... (Principal's signature) Name...Neil Hopkins Date...15/12/2012
Endorsement by School Council	Signed..... (School Council President's signature) Name...Jodie Hartley Date...17/12/2012
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

School Profile

Purpose	<p>To provide:</p> <ul style="list-style-type: none"> • Life Skills such as resilience, independence, responsibility, persistence and confidence • Literacy and Numeracy skills to function effectively in the community, • a Safe and Accepting Environment – for all to learn • a Positive Role Model for students • a Family Support base.
Values	<p>The following are the basic values that we believe are central to the life of our school and which will form the basis of the actions of the school community:</p> <ul style="list-style-type: none"> • Respect: value yourself, others and the environment. • Learning: developing and acquiring knowledge, skills, values and attitudes. • Teamwork: learning together to achieve the best possible outcomes. • Persistence: through hard work, dedication and self-belief children can achieve their personal best. • Support: commitment to each other and to all that we do.
Environmental Context	<p>Murrabit Group School evolved with the amalgamation of small schools in the area in 1971. It is situated in beautiful grounds, 26km from Kerang and 3km from the Murray River. The school serves a farming area with most students being bussed in to school. The local Murrabit community, like many other rural communities, has been greatly affected by the drought and then in 2011 by severe flooding.</p> <p>Murrabit Group School’s belief is that every student has the ability to learn, and that this best occurs in a flexible, warm, happy, supportive and positive environment. The school aims to achieve this through:</p> <ul style="list-style-type: none"> • A well-balanced program that encourages growth in self-esteem, self-confidence, independent learning habits, creative and critical thinking, cooperation and tolerance. • Acknowledgement that success for students is fostered within an environment that encourages a close working relationship between students, staff, parents and the school community. Parent participation in the classroom, in Parents & Friends Club and School Council enriches the school program.

School enrolments, which had been slowly declining, reaching a low of 22 students in 2004, have consolidated around the mid-thirties for the past 5 years. Projected Prep enrolments, with an average of 5 enrolments per year, over the next 4 years should see student numbers remain consistent. In 2012 the staff comprised 3.3 EFT teachers. This was made up of a full time teaching Principal, three classroom teachers (1.0, 0.8, 0.4 EFT) and a Science specialist (0.1 EFT). This staffing was supported by a number of other visiting specialists. The school is organised into 3 classroom groups for Literacy and Numeracy sessions with fluid groupings for all other areas. The school is fortunate to have a highly skilled Business Manager (0.4 EFT at Murrabit) shared with nearby Koondrook P.S.

Despite its small size the school provides a broad curriculum for its students including outstanding Science, Physical Education/Health, sport and instrumental music programs and has been able to successfully maintain 1 to 1 ratio of computers to students. A MARC van visits the school weekly. Extra resources have been allocated to the Early Years and the school is arranged into Prep/1, year 2/3/4 and year 5/6 for English and Maths blocks.

The school has excellent grounds and oval area with an indoor sports stadium (full sized tennis and netball court) and has access to community sporting facilities of golf, tennis, football, netball and cricket, with a large complex available for special activities. We will see the completion of our new school building in early 2013 which will provide a wonderful, state of the art facility for our community for many years.

The school is an integral part of the local community, is heavily involved in community activities and enjoys outstanding community support. This is reciprocated by school facilities being made available for community use. We take great pride in the friendly, caring nature of our staff and students and the community-spirited, 'have a go' ethos that the school engenders.

The Murrabit Advancement Association provides the opportunity to use the monthly market as a means of raising significant funds to enhance opportunities for all students.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve learning outcomes for all students at MGS, especially in literacy and numeracy	Matched cohort growth for each of Reading, Writing and Numeracy is equal to, or better than, the State mean	<p>Ensure that assessment of student progress continues to be timely, complete and appropriate for identifying student progress and needs.</p> <p>Ensure that staff team at MGS have a shared view of highly effective teaching.</p> <p>Ensure that all staff receive high quality feedback in relation to performance</p>
Student Engagement and Wellbeing	To enable and empower all students to grow and learn socially, emotionally and intellectually, within a school culture that promotes positive relationships, values diversity and places students at the centre of learning experiences	<p>In the current SSP period, the POS has means at or better than: for Student Safety 6.00; Connectedness to Peers 6.20; Social Skills 6.10.</p> <p>The P-6 mean for Student Absence is 13.5 days or better.</p>	<p>Ensure that protocols and practice in relation to key student engagement and wellbeing policies are understood, agreed and applied with consistency.</p> <p>Ensure that new staff, families and students have a clear understanding of relevant engagement and wellbeing policies</p>
Student Pathways and Transitions	For all students to experience highly successful transitions into, through and out of MGS	The Transitions variable in the POS in 2016 has a school mean that places it in the fourth quartile when ranked against other government primary schools.	<p>Ensure that parents continue to have a range of opportunities to be involved with and be part of the school community.</p> <p>Ensure that teacher knowledge of students continues to be developed and shared.</p> <p>Ensure that the broader community has a generous and continuous flow of information about life and outcomes at MGS.</p>

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies Student Learning		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Ensure that assessment of student progress continues to be timely, complete and appropriate for identifying student progress and needs</p> <p>Ensure that as a team staff at MGS have a shared view of highly effective teaching</p> <p>Ensure that all staff receive high quality feedback in relation to performance</p>	Year 1	<ul style="list-style-type: none"> • Continue to develop the use of Online assessment opportunities. • Review current assessment practices. <ul style="list-style-type: none"> ▪ Investigate use of student tracking systems. ▪ Develop continuums in Mathematics and English elements appropriate to the school and in light of AusVELS. ▪ Establish shared staff view as to what constitutes highly effective teaching ▪ Continue to support the professional growth of staff and build capacity in this area. ▪ Conversations re: effective Performance & development plans and their use. ▪ Extend use of peer feedback. ▪ Extend use of learning walks to external sources. 	<ul style="list-style-type: none"> ▪ All teachers using Online elements (eg On Demand, English Online, Maths Interview) regularly. ▪ Teachers will be confident in analysing Online data & using it to inform teaching & learning. ▪ By term 4, Current assessment schedule revised in light of current needs. ▪ By Term 4, Maths & English continuums will reflect AusVELS elements. ▪ The shared & agreed view of highly effective teaching at MGS will have been documented. ▪ All staff to have accessed PD in 1. Maths ▪ 2. Understanding & using data ▪ Staff will complete P&D plans in a timely manner and receive appropriate feedback. ▪ All teachers will have been involved in at least 2 peer observations/learning walks. ▪ All teachers will have received purposeful feedback from internal or external sources in 2 areas. All teachers to have had at least 1 school visit per semester.
	Year 2	<ul style="list-style-type: none"> ▪ Implement updated assessment schedule ▪ Implement agreed student tracking system ▪ Review of suitability of continuums in Maths & English. ▪ Ongoing conversations re: highly effective teaching. ▪ Continue to access professional development appropriate to building teacher capacity in Maths & English in particular. ▪ Formalised program of conversations re: individual staff P&D plans ▪ Regular program of learning walks/peer observations including external sources. 	<ul style="list-style-type: none"> ▪ Revised Assessment schedule in use from term 1. ▪ Staff will be using a school wide system to track & share student learning outcomes. ▪ Staff will have opportunity to share ideas and refine views re: how highly effective teaching will look at MGS. ▪ Staff will access PD in Literacy; particular in Writing and Reading elements. ▪ All staff will participate in formal discussions and receive timely feedback re: P&D plans. ▪ School calendar will reflect school-wide use of learning walks.

	Year 3	<ul style="list-style-type: none"> ▪ Ongoing review of all assessment elements being used ▪ Use & review student tracking system ▪ Use of Appraisal/feedback cycle embedded at MGS 	<ul style="list-style-type: none"> ▪ Teachers are continuing to look for and trial new assessment tools, and make informed judgements about their value. ▪ Staff regularly updating & accessing student information to inform teaching & learning ▪ By end of April, Staff P&D plans reflect SSP and AIP. ▪ By term 4, staff timetabling conversations re P&D plans and are confident in utilising varied feedback sources to support their practise.
	Year 4	<ul style="list-style-type: none"> ▪ Year of review ▪ All aspects of teaching & learning undergo community wide review ▪ Community celebrates the success of its programs. 	<ul style="list-style-type: none"> ▪ All community stakeholders involved in school self-evaluation & Review. ▪ School community acknowledges the school as a centre of teaching and learning excellence, reflected by consistent high levels of achievement.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies Student Engagement and Wellbeing		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Ensure that new staff, families and students have a clear understanding of relevant engagement and wellbeing policies.</p> <p>Ensure that protocols and practice in relation to key student engagement and wellbeing policies are understood and agreed.</p>	Year 1	<ul style="list-style-type: none"> • Identify the key elements in each of the engagement and wellbeing policies and review for currency, success in application and possible revisions/enhancement. • Conduct induction/refresher session/s for staff/parents/carers re: school ethos, protocols and practices. • Introduce a parent Buddy system for new parents. • Seek feedback and input re: student safety issues. • Promote positive talk/questioning between parents & their children. • Seek school community feedback re: appropriateness of school handbook content. 	<ul style="list-style-type: none"> • Stakeholders will have had opportunity for input into Revised policies which will reflect current and appropriate community ideals. Outcome of review shared with all stakeholders. ▪ All stakeholders have had opportunity to attend induction session during term 1 to gain clearer understanding of school protocols. ▪ Buddy system is in place in term 1 to facilitate sharing of information about school practises. ▪ Stakeholders will have had opportunity to provide input & receive feedback via appropriate channels re: safety issues. ▪ School will receive more positive & fewer negative contacts re: perceived school issues. ▪ A 'ready reference' handbook about the school operations will be developed by term 4.
	Year 2	<ul style="list-style-type: none"> • Induction sessions embedded in school practices. • Review and amend Buddy system as required. • Yearly review/feedback from parents re: student safety issues in school calendar • Develop framework to record feedback and track trends in safety issues. • Implementation/distribution of abbreviated handbook. 	<ul style="list-style-type: none"> ▪ Dates for Induction sessions are included in school and local calendars for the coming year, the school handbooks and advertised in community newsletters. ▪ School community has opportunity to provide important feedback re: Buddy system. ▪ School is able to review and react to trends in safety issues for students. ▪ All families have received a copy of the new, abbreviated handbook.

	Year 3	<ul style="list-style-type: none"> ▪ Parent groups assuming responsibility for providing induction for new families (with staff support). ▪ Parent group responsible for Buddy system. ▪ Review/refine safety issue tracking system. 	<ul style="list-style-type: none"> ▪ Parent groups organising and conducting induction with staff support. ▪ Parent groups organise the Buddy system for the new families. ▪ All staff have input into the review and are comfortable using the system.
	Year 4	<ul style="list-style-type: none"> ▪ Review of engagement, wellbeing now responsibility of school parent groups. ▪ Induction program fully organised & conducted by parent groups. ▪ Evaluation of programs & Review year. ▪ School community acknowledges and celebrates successes of MGS in Engagement & Wellbeing. 	<ul style="list-style-type: none"> ▪ All community stakeholders involved in school self-evaluation & Review. ▪ School and wider community have input into School Self-evaluation/Review cycle. ▪ School community as a whole involved in active, positive acknowledgement of the strength of engagement & wellbeing at their school.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies Student Pathways and Transition		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Ensure that parents continue to have a range of opportunities to be involved with and part of the school community.</p> <p>Ensure that teacher knowledge of students continues to be developed.</p> <p>Ensure that the broader community has a generous and continuous flow of information about life and outcomes at MGS.</p>	Year 1	<ul style="list-style-type: none"> • Conduct parent and/or community information or topic forums on a range of purposeful topics. • Identify and action class and special programs which can increase family involvement. • Develop Learner Profiles in the Ultranet • Investigate use of student tracking tool. • Seek feedback from community as to preferred mode of receiving information about school. • Actively promote the positive stories and aspects of MGS to the broader community using the range of media opportunities available 	<ul style="list-style-type: none"> ▪ Parents have had opportunity to be informed about school practise at a forum in Term 1. ▪ At least one extra curricula and one class program will have been identified to further engage families at school. ▪ Staff are utilising Learner Profiles to record student-learning outcomes in Maths & English. ▪ By term 4, a tracking tool will have been nominated for use by the school. ▪ Stakeholders have had opportunity to input into preferred mode of information dispersal. ▪ Effective modes of promoting the school will be identified and utilised regularly throughout the year.
	Year 2	<ul style="list-style-type: none"> • Continue to organize Parent /community forums around purposeful issues. • Special programs to engage families continue to be developed. • Learner Profiles regularly updated for student/parent access and information. • Seek parent feedback re: use of Ultranet Learner Profiles as a contact point. • Review information pathways developed previously. • All school and community groups actively engaged in promotion of school activities. 	<ul style="list-style-type: none"> ▪ At least 90% of families attend or have input into forums. ▪ At least 3 extra-curricula and two class programs in place for term 2. ▪ Parents can access Learner Profiles for feedback on student learning outcomes. ▪ Parents have had opportunity to provide feedback to effectiveness of Learner Profiles. ▪ Preferred and most effective information pathways identified for future use.

	Year 3	<ul style="list-style-type: none"> • Parent/community forums embedded in local calendar. • Special programs embedded as part of learning at MGS. • School response to feedback re: Learner Profiles. • Continue to monitor the effectiveness of community information programs and action when required. 	<ul style="list-style-type: none"> ▪ First term forum listed in community and school calendars for the year. ▪ School recognised by wider community for extra-curricular programs. ▪ Use of Learner Profiles modified in response to community feedback. ▪ All stakeholders have opportunity to provide feedback re: effectiveness of information programs.
	Year 4	<ul style="list-style-type: none"> ▪ Community celebrates the successes of MGS in this area. ▪ Evaluate effectiveness of the programs and revise if necessary. ▪ Year of Review. 	<ul style="list-style-type: none"> ▪ All community stakeholders involved in school self-evaluation & Review. ▪ School community as a whole involved in active, positive acknowledgement of the school as a centre of family & community involvement. ▪ School and wider community have input into School Self-evaluation/Review cycle.