

Murrabit Group School (3859) Strategic Plan 2017-2020



Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Neil Hopkins[name].....[date][name].....[date]
School Council: Jodie Hartley 18/10/2017[name].....[date][name].....[date]
Delegate of the Secretary:[name].....[date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<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 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. <p>A critically important goal for the school is to be recognised for the excellence of its academic standards and for the academic achievements of its students.</p> <p><i>Why do we come to school?</i> <i>Life Skills - Independence, Responsibility, The 5 C's (Caring, Co-operation, Courtesy, Consideration, Confidence), Resilience, Getting Along, Organisation, Persistence and Confidence).</i></p> <p><i>Literacy and Numeracy Skills - to be able to function effectively in the community and workforce</i></p> <p><i>Safe and Accepting Environment - for all to learn</i></p> <p><i>To Provide a Positive Role Model - to students</i></p> <p><i>Family Support Base</i></p>	<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. Honesty: being open and honest in all transactions with all people. Teamwork: learning together to achieve the best possible outcomes. Learning: developing and acquiring knowledge, skills, values and attitudes. Persistence: through hard work, dedication and self-belief children can achieve their personal best. 	<p>Context</p> <ul style="list-style-type: none"> We have well maintained facilities, beautiful spacious grounds and are very well resourced. We have strong links with the community and maintain an excellent reputation within the district. Our SFO is above the state average placing the school in the low to mid-range of overall socio-economic profile. School enrolments have consolidated around the mid-thirties for the past 10 years. Projected Prep enrolments are steady and should see the school with an ongoing average enrolment in the mid-thirties in the next 4-5 years. In 2017 the school has 3.2 EFT teachers, made up of a full time teaching Principal and three classroom teachers (1.0, 0.8, 0.4 EFT). The staff also included a Business Manager (0.4 EFT) and an Integration Aide (0.42 EFT). Students have been grouped into three classes for Literacy and Numeracy blocks. The groupings are flexible but with a basic framework of P-1, 2-4, 5/6. Actual class groupings are dependent on student numbers at each year level. We have specialist classes in Music, Science, PE, LOTE (Indonesian), Bike Ed. and Arts to enhance the school curriculum. It is also supplemented by weekly visits from the Mobile Area Resource Centre, Arts Council productions and a camps program for the whole school. We have a staff committed to achieving the best possible outcomes for all the students, both within the classroom and in a broader sense through a wide range of extra-curricular opportunities. We believe that we know our students really well which enables us to fulfil our school vision which states very clearly that: ‘We want the Children at Murrabit Group School to Fly!’ <p>Challenges</p> <ul style="list-style-type: none"> The focus on assessment and building teacher capacity, firstly in Maths/Numeracy and now in Literacy, which was a key strategy of the previous Strategic Plan has been successful. However, the work in these areas needs to be ongoing; there is opportunity to further build practice excellence. Our performance data provides varied stories, and although we are pleased with school data which reflects strong student achievement levels, the low cohort growth from year 3 to year 5, based on NAPLAN data, is of concern. Trend data indicates that this is strengthening significantly, however, we are targeting consistently achieving cohort growth equal to or above state averages. Deepening understanding and effective application of data literacy will continue to be an important aspect of this growth. A clearer focus on explicit learning intentions and success criteria, differentiated learning, reflection and feedback has been noticeable across the school and we want this to be ‘second nature’ in all classrooms. Maintain and continue to nurture the outstanding parent, family and community involvement in our school and the marvellously inclusive ethos which is engendered by the school. We will continue to seek opportunities to establish further partnerships that will enhance programs and enrich the experiences of our students. Our school is in a very healthy position at present but ensuring the continuation of the commitment of stakeholder groups to working together with the interests of the students first and foremost will be critical to our ongoing viability and vitality. Such an excellent and positive relationship doesn’t just happen but takes time, effort and goodwill from all concerned; and the school should always look to take the lead in sustaining and promoting the relationship. 	<p>Goal 1 Intent: To build teacher capacity in explicitly teaching & assessing writing through team planning & feedback culture and by strengthening curriculum knowledge.</p> <p>Rationale: Improved learning outcomes, including enhanced skills, ability to learn, confidence and curiosity occur when:</p> <ul style="list-style-type: none"> there are agreed and consistent teaching protocols in place the pedagogical model is based on sound research, is constantly reviewed and reinforced planning is thorough and informed by recent data sets including pretests and post tests learning is personalised and reflects a deep knowledge of the students’ capabilities. teachers constantly seek to improve their own capabilities when teachers consistently use feedback and data on students’ actions and performance, then behavior becomes more positive, progress accelerates and curiosity is enhanced. <p>FISO Focus: Excellence in Teaching and Learning Building Practise excellence; Curriculum Planning and assessment</p> <p>Goal 2 Intention: To strengthen and deepen the existing strong connection with parents, families and the wider community.</p> <p>Rationale: If all members of the school community are aware of the agreed values upon which the school operates and these are regularly reinforced, students will feel safe, valued, connected to the school and able to optimise their develop academically, socially and emotionally.</p> <p>FISO focus: Community Engagement in Learning Parents & carers as Partners; networks with school, services & agencies.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																				
<p>Maximise learning gain across the curriculum for every student</p>	<p>FISO Priority: Excellence in Teaching and Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> Building practice excellence Curriculum planning and assessment Evidence-based high impact teaching strategies Evaluating impact on learning 	<ul style="list-style-type: none"> Maintain and further develop effective team planning and build teacher collective efficacy in using high impact, evidence-based strategies. Consolidate and embed the consistent collaborative approach to teaching, assessment and data analysis. Develop a feedback culture through strengthened Peer Observation and increased student voice. Strengthen the school's guaranteed and viable curriculum based on the Victorian Curriculum Build teacher capacity to explicitly teach and assess writing. 	<ul style="list-style-type: none"> Student cohort growth shows at least one year's growth for one year's learning over the life of the Strategic Plan as measured through: <ul style="list-style-type: none"> NAPLAN relative growth (Reading, Number) Evidence based Teacher Judgements (Victorian Curriculum: English, Mathematics) ATSS Teaching & Learning variable (Years 4-6) <table border="1" data-bbox="1863 407 2742 525"> <thead> <tr> <th>Variable</th> <th>2016</th> <th>2020 Targets</th> </tr> </thead> <tbody> <tr> <td>Student Motivation (2017 Motivation & Interest)</td> <td>90.8%</td> <td>92%</td> </tr> <tr> <td>Stimulating Learning (2017 Stimulated Learning)</td> <td>93.8%</td> <td>95%</td> </tr> <tr> <td>Learning Confidence (2017 Sense of Confidence)</td> <td>81.2%</td> <td>90%</td> </tr> </tbody> </table> School Staff Survey, school climate module endorsement <table border="1" data-bbox="1852 604 2599 743"> <thead> <tr> <th>Variable</th> <th>2016</th> <th>2020 Targets</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>100%</td> <td>95+%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>75.0%</td> <td>85%</td> </tr> <tr> <td>Academic Emphasis</td> <td>84.4%</td> <td>90%</td> </tr> </tbody> </table> At least 75% of year 5 students achieve medium or high growth annually (according to NAPLAN data). Universal application of instructional model as evidenced in lesson planning and implementation. 	Variable	2016	2020 Targets	Student Motivation (2017 Motivation & Interest)	90.8%	92%	Stimulating Learning (2017 Stimulated Learning)	93.8%	95%	Learning Confidence (2017 Sense of Confidence)	81.2%	90%	Variable	2016	2020 Targets	Collective Efficacy	100%	95+%	Teacher Collaboration	75.0%	85%	Academic Emphasis	84.4%	90%												
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<p>Enhance the connection between the school and community to improve student engagement and wellbeing.</p>	<p>FISO Priority: Community engagement in learning FISO Initiative(s):</p> <ul style="list-style-type: none"> Build communities Global citizenship Networks with schools, services and agencies. Parents and carers as partners. 	<ul style="list-style-type: none"> Establish partnerships within and beyond the Murrabit community that will enhance programs and enrich the experiences of students. Increase parent engagement with the school and their child's learning development. 	<ul style="list-style-type: none"> Student attendance: Average of 12 absence days or less by 2020. ATSS Teaching & Learning variable (Years 4-6) <table border="1" data-bbox="1863 1045 2792 1163"> <thead> <tr> <th>Variable</th> <th>2016</th> <th>2020 Targets</th> </tr> </thead> <tbody> <tr> <td>Student Motivation (2017 Motivation & Interest)</td> <td>90.8%</td> <td>94%</td> </tr> <tr> <td>Connectedness to Peers (2017 Sense of Connectedness)</td> <td>53.9%</td> <td>80%</td> </tr> <tr> <td>School Connectedness (2017 Sense of Connectedness)</td> <td>51.1%</td> <td>90%</td> </tr> </tbody> </table> Parent Opinion Survey <table border="1" data-bbox="1863 1243 2599 1335"> <thead> <tr> <th>Variable</th> <th>2016</th> <th>2020 Targets</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>6.10</td> <td>6.30</td> </tr> <tr> <td>General Satisfaction</td> <td>6.15</td> <td>6.30</td> </tr> </tbody> </table> School Staff Survey <table border="1" data-bbox="1852 1415 2599 1621"> <thead> <tr> <th>School Climate Variables</th> <th>2016</th> <th>2020 Targets</th> </tr> </thead> <tbody> <tr> <td>Parent & Community Involvement</td> <td>74.40</td> <td>80.0</td> </tr> <tr> <td>Trust in Students and Parents</td> <td>59.69</td> <td>80.0</td> </tr> <tr> <td>School Leadership Variable</td> <td></td> <td></td> </tr> <tr> <td>Parent & Community involvement, engagement & outreach</td> <td>70.00</td> <td>87.0</td> </tr> </tbody> </table> 	Variable	2016	2020 Targets	Student Motivation (2017 Motivation & Interest)	90.8%	94%	Connectedness to Peers (2017 Sense of Connectedness)	53.9%	80%	School Connectedness (2017 Sense of Connectedness)	51.1%	90%	Variable	2016	2020 Targets	School Connectedness	6.10	6.30	General Satisfaction	6.15	6.30	School Climate Variables	2016	2020 Targets	Parent & Community Involvement	74.40	80.0	Trust in Students and Parents	59.69	80.0	School Leadership Variable			Parent & Community involvement, engagement & outreach	70.00	87.0
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