

Murchison Primary School Strategic Plan 2016-2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Melissa Houlihan 24/03/2016[name] [date][name] [date][name] [date][name] [date]
School council: Cecilie Munro 24/03/2016[name] [date][name] [date][name] [date][name] [date]
Delegate of the Secretary: Scott Watson [date]		

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Murchison Primary School’s vision is to ensure that all students receive a high quality education through a relevant and dynamic curriculum in a secure and caring environment. We strive for excellence in teaching and learning preparing students for the 21st century. We believe in nurturing the individuality of students to be the best that they can be. We encourage all students to assume responsibility for their own learning in order to become independent citizens in a diverse, multicultural world.</p>	<p>Our values help us to live and learn together as a community. These four values are our frame of reference to help us ‘be the best we can be’. They are the foundation for a safe and caring school committed to working and learning together.</p> <p>Quality <i>Having high standards and striving to be the best you can be</i></p> <p>Respect <i>Valuing ourselves and other people</i></p> <p>Community <i>Being friendly, caring for each other and working together</i></p> <p>Responsibility <i>Being a good role-model and accounting for your actions</i></p>	<p>Murchison Primary School (established 1860) serves the rural town of Murchison and surrounding farming areas. Murchison is situated on the bank of the Goulburn River 36 km south of Shepparton. The school enrolment of 112 (August 2015) is organised annually into 5 or 6 classes. The school has a Student Family Occupation of 0.57. Murchison After School Kids (MASK) provides after school care each school day for 8-15 students. The Active After-School program, now Sporting Schools, has provided activities to groups of up to 40 students 2 afternoons for 7 weeks each term. The school provides before school care for students from 8:00am – 8.30am. Student engagement and wellbeing programs include ‘Restorative Practices’, ‘You Can Do It’, ‘Keys to Success’: Confidence, Organisation, Getting Along, Persistence & Emotional Resilience and Bully Busters. In 2014 we began working with the Kids Matter program. Children are able to develop self-discipline and pride in themselves, their work and their school. Murchison PS has 2 School Captains and 2 House Captains who represent the school at various events. Along with this we introduced 4 leadership teams which all Grade 5 & 6 students participate in during their Grade 5 & 6 years. Our leadership teams include Sports Leaders, Environment and Safety Leaders, Community Leaders and Junior School Council Leaders. Each leadership team is responsible for various activities and aspects of the school, ensuring that all students develop their leadership skills in a variety of areas. Our Specialist subjects include Art, Music and Library and each class attends each subject for 1 hour each per week. We are an accredited eSmart school and are working on becoming a Resource Smart School. Murchison Primary School has worked with neighbouring schools, Tatura Primary School and Toolamba Primary School, to access quality professional learning for staff.</p>	<p>Murchison Primary School has initiated many responses during its previous Strategic Plan period and has generally performed well. School personnel wish to enhance and build on these successes and have identified the need for a whole school commitment to implementing an agreed teaching and learning model with high expectations for all learners.</p> <p>NAPLAN grade 5 relative gain data reflects areas of improvement are required in the high growth section for a number of areas. Student Attitude to School Survey (SATS) data also indicates a need to improve the level of stimulated learning and teacher effectiveness.</p> <p>With the new Victorian Curriculum starting in 2017 the school believes the emphasis on curriculum planning and assessment is also timely and thus reflects the reasoning behind the Curriculum Planning and Assessment initiative for the Annual Implementation Plan of 2016.</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>Improve student learning by developing excellence in teaching and learning. MPS will ensure there is a consistent approach to teaching and learning with high expectations for all stakeholders to improve student outcomes.</p>	<p>Building practice excellence Curriculum planning and assessment</p>	<p>Work as a teaching team on the adoption and implementation of an agreed instructional model</p> <p>Continue to strengthen data literacy (collection and analysis) in order to inform practice</p> <p>Develop expertise in relation to all sources of feedback (colleagues, students, families) and the subsequent influence this has on teaching practice</p> <p>Regular monitoring and adjustment of learning programs based on performance data, student feedback and peer observations</p> <p>Embed accurate and consistent approaches to assessment of individual students and groups of students against expected standards across all learning areas and year levels</p> <p>Use the Victorian Curriculum to design programs and monitor student progression</p> <p>Develop practices to engage families in the learning process.</p> <p>Provide regular updates to families on student progress and learning achievement with areas for growth detailed.</p> <p>Work with the various communities/towns within the Shire to support family access to training in ICT, literacy at home support and numeracy at home support.</p> <p>Strengthen and expand school, preschool and wider community relationships with a view to increasing school readiness.</p> <p>Embed the Victorian Curriculum.</p> <p>Develop a school pedagogical vision, which has at its core high expectations for all stakeholders.</p> <p>Link all staff Professional Learning to the school's pedagogical vision.</p> <p>Develop a consistent approach to the planning and delivery of all curriculum areas.</p> <p>Develop a whole school assessment schedule, which provides teachers with tools to differentiate for all learners.</p> <p>Instigate Learning Passports as a home school link for reporting student achievement.</p> <p>Embed a consistent Instructional Model for literacy and numeracy.</p> <p>Link classroom observations to the agreed Instructional Model</p>	<p>Teacher Judgment - Increase the percentage of students achieving in the top two bands for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy.</p> <table border="1" data-bbox="2270 394 2686 688"> <thead> <tr> <th>% of students in top two bands</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>37%</td> <td>40%</td> </tr> <tr> <td>W</td> <td>12%</td> <td>20%</td> </tr> <tr> <td>S & L</td> <td>14%</td> <td>20%</td> </tr> <tr> <td>N & A</td> <td>22%</td> <td>30%</td> </tr> <tr> <td>M & G</td> <td>11%</td> <td>20%</td> </tr> </tbody> </table> <p>Relative Gain - Matched cohort data to exceed the state benchmark.</p> <table border="1" data-bbox="2077 756 2760 966"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Low</th> <th colspan="2">Middle</th> <th colspan="2">High</th> </tr> <tr> <th>2015</th> <th>2019</th> <th>2015</th> <th>2019</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>G & P</td> <td>25%</td> <td>20%</td> <td>58%</td> <td>50%</td> <td>17%</td> <td>30%</td> </tr> <tr> <td>N</td> <td>46%</td> <td>35%</td> <td>46%</td> <td>40%</td> <td>8%</td> <td>25%</td> </tr> <tr> <td>R</td> <td>31%</td> <td>25%</td> <td>31%</td> <td>30%</td> <td>38%</td> <td>45%</td> </tr> <tr> <td>S</td> <td>17%</td> <td>15%</td> <td>50%</td> <td>50%</td> <td>33%</td> <td>35%</td> </tr> <tr> <td>W</td> <td>25%</td> <td>20%</td> <td>50%</td> <td>50%</td> <td>25%</td> <td>30%</td> </tr> </tbody> </table> <p>Increase the number of students who receive an A or B for Science.</p> <table border="1" data-bbox="2122 1050 2715 1333"> <thead> <tr> <th>% of students – A or B</th> <th>2015 Grades 3 - 6</th> <th>2019 Grades 3 - 6</th> </tr> </thead> <tbody> <tr> <td>Human Endeavour</td> <td>3.4%</td> <td>15%</td> </tr> <tr> <td>Inquiry Skills</td> <td>3.4%</td> <td>15%</td> </tr> <tr> <td>Science Understanding</td> <td>3.4%</td> <td>15%</td> </tr> </tbody> </table> <p>Staff Opinion Survey</p> <table border="1" data-bbox="2122 1417 2804 1564"> <thead> <tr> <th></th> <th>2015 Mean Score</th> <th>2019 Mean Score</th> </tr> </thead> <tbody> <tr> <td>School Climate</td> <td>78.33</td> <td>> 82</td> </tr> <tr> <td>School Leadership</td> <td>76.18</td> <td>>80</td> </tr> <tr> <td>Prof Learning</td> <td>75.34</td> <td>>80</td> </tr> </tbody> </table>	% of students in top two bands	2015	2019	R	37%	40%	W	12%	20%	S & L	14%	20%	N & A	22%	30%	M & G	11%	20%		Low		Middle		High		2015	2019	2015	2019	2015	2019	G & P	25%	20%	58%	50%	17%	30%	N	46%	35%	46%	40%	8%	25%	R	31%	25%	31%	30%	38%	45%	S	17%	15%	50%	50%	33%	35%	W	25%	20%	50%	50%	25%	30%	% of students – A or B	2015 Grades 3 - 6	2019 Grades 3 - 6	Human Endeavour	3.4%	15%	Inquiry Skills	3.4%	15%	Science Understanding	3.4%	15%		2015 Mean Score	2019 Mean Score	School Climate	78.33	> 82	School Leadership	76.18	>80	Prof Learning	75.34	>80
% of students in top two bands	2015	2019																																																																																											
R	37%	40%																																																																																											
W	12%	20%																																																																																											
S & L	14%	20%																																																																																											
N & A	22%	30%																																																																																											
M & G	11%	20%																																																																																											
	Low		Middle		High																																																																																								
	2015	2019	2015	2019	2015	2019																																																																																							
G & P	25%	20%	58%	50%	17%	30%																																																																																							
N	46%	35%	46%	40%	8%	25%																																																																																							
R	31%	25%	31%	30%	38%	45%																																																																																							
S	17%	15%	50%	50%	33%	35%																																																																																							
W	25%	20%	50%	50%	25%	30%																																																																																							
% of students – A or B	2015 Grades 3 - 6	2019 Grades 3 - 6																																																																																											
Human Endeavour	3.4%	15%																																																																																											
Inquiry Skills	3.4%	15%																																																																																											
Science Understanding	3.4%	15%																																																																																											
	2015 Mean Score	2019 Mean Score																																																																																											
School Climate	78.33	> 82																																																																																											
School Leadership	76.18	>80																																																																																											
Prof Learning	75.34	>80																																																																																											



<p>Improve student engagement and connectedness to school. Present students with a challenging curriculum and opportunities to influence their learning to be connected to their school and community.</p>	<p>Building Communities</p>	<p>Increase the level of student voice throughout the school, both in and out of class</p> <p>Embed accurate and consistent approaches to assessment of individual students and groups of students against expected standards across all learning areas and year levels</p> <p>Use the Victorian Curriculum to design programs and monitor student progression</p> <p>Develop practices to engage families in the learning process</p> <p>Support staff to effectively use ICT in all curriculum areas.</p> <p>Foster high aspirations for all students.</p> <p>Audit current opportunities for Student Voice.</p> <p>Develop processes for analysing student data.</p> <p>Develop a whole school student attitudinal survey.</p> <p>Develop home-school partnerships</p> <p>Audit, refine and develop a whole school science program.</p>	<p>Upward trends in Student Attitudes to School survey in School Connectedness, Stimulating Learning and Teacher Effectiveness.</p> <table border="1" data-bbox="2071 195 2754 464"> <thead> <tr> <th colspan="3">Student Attitudes to School Survey</th> </tr> <tr> <th>Percentiles</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>27.4</td> <td>60.0</td> </tr> <tr> <td>Stimulating Learning</td> <td>43.0</td> <td>75.0</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>11.2</td> <td>40.0</td> </tr> <tr> <td>Teacher Empathy</td> <td>15.9</td> <td>40.0</td> </tr> </tbody> </table> <p>2015 Student Absence data</p> <table border="1" data-bbox="2071 600 2834 758"> <thead> <tr> <th>F</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>F – 6</th> <th>State Ave</th> </tr> </thead> <tbody> <tr> <td>12.11</td> <td>13.11</td> <td>12.38</td> <td>14.61</td> <td>16.69</td> <td>13.04</td> <td>18.40</td> <td>13.24</td> <td>14.84</td> </tr> </tbody> </table>	Student Attitudes to School Survey			Percentiles	2015	2019	School Connectedness	27.4	60.0	Stimulating Learning	43.0	75.0	Teacher Effectiveness	11.2	40.0	Teacher Empathy	15.9	40.0	F	1	2	3	4	5	6	F – 6	State Ave	12.11	13.11	12.38	14.61	16.69	13.04	18.40	13.24	14.84
Student Attitudes to School Survey																																							
Percentiles	2015	2019																																					
School Connectedness	27.4	60.0																																					
Stimulating Learning	43.0	75.0																																					
Teacher Effectiveness	11.2	40.0																																					
Teacher Empathy	15.9	40.0																																					
F	1	2	3	4	5	6	F – 6	State Ave																															
12.11	13.11	12.38	14.61	16.69	13.04	18.40	13.24	14.84																															
<p>Ensure the wellbeing of all students through strong partnerships with family and community. Create a positive environment where there is consistent application of values and greater communication with all families to enhance the wellbeing of all students.</p>		<p>Build a ‘whole of school’ approach to wellbeing priorities.</p> <p>Provide regular updates to families on student progress and learning achievement with areas for growth detailed</p> <p>Audit wellbeing programs.</p> <p>Document and embed consistent teacher practices, which support school values.</p> <p>Implement a positive tracking system for all students.</p>	<p>Upward trends in Parent Opinion and Student Attitudes to School survey for Student Safety and Classroom Behaviour.</p> <table border="1" data-bbox="2220 1129 2614 1308"> <thead> <tr> <th colspan="3">Attitudes to School Survey</th> </tr> <tr> <th>Percentiles</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>95.3</td> <td>96.0</td> </tr> <tr> <td>Student Safety</td> <td>94.2</td> <td>96.0</td> </tr> </tbody> </table> <table border="1" data-bbox="2279 1413 2674 1591"> <thead> <tr> <th colspan="3">Parent Opinion Survey</th> </tr> <tr> <th>Percentiles</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>6.3</td> <td>50.0</td> </tr> <tr> <td>Student Safety</td> <td>8.4</td> <td>50.0</td> </tr> </tbody> </table>	Attitudes to School Survey			Percentiles	2015	2019	Classroom Behaviour	95.3	96.0	Student Safety	94.2	96.0	Parent Opinion Survey			Percentiles	2015	2019	Classroom Behaviour	6.3	50.0	Student Safety	8.4	50.0												
Attitudes to School Survey																																							
Percentiles	2015	2019																																					
Classroom Behaviour	95.3	96.0																																					
Student Safety	94.2	96.0																																					
Parent Opinion Survey																																							
Percentiles	2015	2019																																					
Classroom Behaviour	6.3	50.0																																					
Student Safety	8.4	50.0																																					
<p>Allocate resources to achieve goals in achievement, wellbeing and engagement. Strategically allocate resources to focus areas in order to improve student outcomes.</p>		<p>Budget for new ICT.</p> <p>Allocate funds for teacher professional development in ICT, Science and Numeracy.</p> <p>Adopt a timetable to support teacher professional teams.</p>	<p>The school is presented, annually, in a sound financial and resource-based position despite the variations that may present in relation to student enrolments and staff turn-over.</p>																																				

