

School Strategic Plan 2019-2023

Murrumbeena Primary School (3449)



*Excellence
through Endeavour*

Submitted for review by Lynne Foster (School Principal) on 27 November, 2019 at 12:41 PM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 28 November, 2019 at 09:02 AM

Awaiting endorsement by School Council President

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| <p>School vision</p> | <p>Our Vision Our vision reflects that of the the International Baccalaureate® which 'aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.'</p> <p>Our Mission Murrumbeena Primary School aims to provide exemplary teaching, with rich, engaging learning experiences; to foster an environment where students' curiosity flourishes. The school aims to provide opportunities for students to be challenged and become life-long learners in a global society and for students to learn in partnership with the school to develop self-belief and ownership of their learning.</p> |
| <p>School values</p> | <p>At Murrumbeena Primary School we will uphold the following values: Respect; for ourselves, others and our environment. Responsibility; for our learning, our behaviour and our belongings. Relationships; displaying care, compassion, and cooperation when working and playing with others. Resilience; displaying persistence and courage when embracing challenges and exploring capabilities.</p> |
| <p>Context challenges</p> | <p>Murrumbeena Primary School continues to uphold its motto of 'Excellence through Endeavour'. Our student numbers are expected to rise slightly in the coming years however from 2016-2019 numbers have remained stable. Murrumbeena's main building is 100 years old and our school has continued to perform well on a variety of data sets including NAPLAN and we are committed to maintaining high student performance in both literacy and numeracy going forward. We are an accredited International Baccalaureate Organization (IBO), delivering the Primary Years Program (PYP) and during our next SSP cycle we will undertake a review with the IBO governing body. Our school also runs a Stephanie Alexander Kitchen Garden program, which is held in high esteem by the school community, and this will continue to run into the future as it is an important part of the school's commitment to student engagement.</p> <p>One of our challenges is the school currently has a number of staff on leave, including family leave. This has resulted in a turnover of staff when the school is unable to provide long term job security. New and returning staff will continue to need ongoing professional development to ensure they have the necessary training to implement school programs and its pedagogical model. The school has also seen a change over the last 3-4 years in the cultural backgrounds of the student population. There is an increasing number of EAL students and this also requires further staff and student support.</p> |
| <p>Intent, rationale and focus</p> | <p>Effective teaching is the single biggest determinant of student improvement in any school. Teachers have a direct impact on student achievement, engagement and motivation for learning. What teachers do in the classroom and how they interact with students is</p> |

vital. Excellence in teaching and learning means teachers are prepared with strong knowledge and have the skills to utilise high-impact pedagogical strategies to improve student learning. Teachers' own learning journeys are never complete and they actively seek opportunities for feedback and collaboration with others in an effort to improve student outcomes.

Our school intends to maintain and increase the number of students who achieve high standards in both literacy and numeracy.

Murrumbeena is also committed to improving student engagement by further developing voice and agency.

The school has reflected on the FISO improvement model and has assessed its capabilities against the sixteen dimensions under the four state wide priority areas of:

1. Excellence in teaching and learning
2. Professional leadership
3. Positive climate for learning
4. Community engagement in learning

At Murrumbeena Primary School we want to develop students who are engaged in their learning because they are challenged appropriately and receive specific and timely feedback that enables them to be informed about their progress. We want to build staff capacity to help students set their own goals and use data to inform their teaching. Staff will develop their ability to collect evidence to help refine their lessons, identify misunderstandings as well as pin point what skills their students need next.

Teachers will also work to develop students' metacognitive abilities so they can become self directed learners and take responsibility for their progress.

After analysing the FISO dimensions the areas for future focus are:

- a. Professional learning is informed by the collection, analysis and evaluation of student data.
- b. Data collection, analysis and evaluation of student learning growth over time.
- c. The school monitors and evaluates its practice.
- d. The leadership team leads school improvement.
- e. The leadership team leads professional learning.
- f. The school activates student voice.
- g. The school activates student agency.
- h. The school supports and fosters intellectual engagement.

Our priorities are;

- Improving staff understanding of how to use data to give feedback to students.
- Increased student engagement by developing agency in their learning through goal setting and feedback.
- Maintaining and improving high growth in NAPLAN data in both Literacy and Numeracy.

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| Goal 1 | To improve student learning in Literacy |
| Target 1.1 | To increase above benchmark growth in NAPLAN Reading from 27% to 35% |
| Target 1.2 | To increase above benchmark growth in NAPLAN Writing from 43% to 46% |
| Target 1.3 | To increase the percentage of Year 5 students in the top two bands in NAPLAN Writing from 43% to 48% |
| Target 1.4 | To increase the percentage of Year 5 students in the top two bands in NAPLAN Reading from 61% to 65% |
| Key Improvement Strategy 1.a Building practice excellence | Embed an instructional model for Reading and writing |
| Key Improvement Strategy 1.b Building practice excellence | Embedding the PLC Inquiry Cycle across the whole school |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | Build teacher capability to effectively use feedback |

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| Goal 2 | To improve student learning in Numeracy |
| Target 2.1 | To increase benchmark growth in NAPLAN Numeracy from 47% to 57% |
| Target 2.2 | To increase the percentage of Year 3 students in Numeracy in the top two bands in NAPLAN Numeracy from 60% to 65% |
| Target 2.3 | To increase the percentage of Year 5 students in the top two bands in NAPLAN Numeracy from 57% to 60% |
| Key Improvement Strategy 2.a Building practice excellence | Develop a consistent school-wide Instructional Model for Numeracy |
| Key Improvement Strategy 2.b Evaluating impact on learning | Build teacher capability to effectively use data in planning and for differentiation |
| Goal 3 | To improve engagement for all students. |
| Target 3.1 | To increase positive responses on the AtoSS in Student voice and agency from 77% to 82% |
| Target 3.2 | To increase positive responses on the Staff Opinion Survey in Student feedback to improve practice from 78% to 85% |
| Key Improvement Strategy 3.a | To develop strategies to enhance student engagement and learning through goal setting and feedback. |

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| Empowering students and building school pride | |
| Key Improvement Strategy 3.b Empowering students and building school pride | To embed student voice and agency across the curriculum. |