

School Strategic Plan 2021-2025

Murtoa College (1549)



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School vision	<p>Vision: For students to develop skills that enable them to succeed in everyday life and pursue their aspirations and passions. We aim to nurture students to become respectful, compassionate and tolerant citizens, ready to contribute to their community.</p> <p>Mission: Inspiring Young Minds to grow into Lifelong Learners.</p> <p>Collective Commitment: We will work professionally and collaboratively by following our expectations and implementing college initiatives.</p> <p>Objectives:</p> <ul style="list-style-type: none">• To improve the learning growth of all students in all areas.• All students are motivated in their learning. They have a strong sense of belonging and connectedness to the college and their peers.• To maintain a safe and respectful environment for the whole college community.• To effectively allocate and use resources (human, physical and financial) to achieve the goals in Achievement, Engagement and Wellbeing.
School values	<p>Respect</p> <ul style="list-style-type: none">• to value ourselves and others• to treat others as we like to be treated• to look after our belongings and our world <p>Enthusiasm</p> <ul style="list-style-type: none">• being excited and positive• giving 100% to all you do <p>Honesty</p> <ul style="list-style-type: none">• being open and trustworthy• being truthful in your words and actions <p>Responsibility</p> <ul style="list-style-type: none">• others can depend on you• if you make a mistake, you make amends, not excuses <p>Cooperation</p> <ul style="list-style-type: none">• working together for the good of everyone

	<p>Courtesy</p> <ul style="list-style-type: none"> • being polite and respectful to others <p>Caring</p> <ul style="list-style-type: none"> • giving love and attention to people and things that matter to you <p>Friendliness</p> <ul style="list-style-type: none"> • being a friend • taking an interest in other people • making others feel welcome <p>Excellence</p> <ul style="list-style-type: none"> • doing your best • aiming for the highest standard or level <p>Commitment</p> <ul style="list-style-type: none"> • the ability to make decisions and follow through on them • to care deeply
<p>Context challenges</p>	<p>Murtoa College has a great deal of positive practice that is evident in pockets. Our next step is to bring consistency and cohesion to teaching and learning across the whole college. Teacher collaboration is occurring on an informal basis between colleagues and needs to be a more embedded collaborative practice through the use of common protocols. Data literacy needs to improve as this will lead to a more robust professional challenge of the staff to improve practice.</p> <p>Students are engaged in their learning to differing extents depending on learning areas and their stages of learning. At this stage goals and goal setting are not a consistent practice across learning areas or stages of learning. Students are heavily reliant on teacher feedback or acknowledgement to know when they have been successful.</p> <p>Assessment practices are strong and reasonably robust, with data collection in SPA clear throughout the college. Feedback is provided to students from assessments and ongoing reporting. It is generally consistent but clear pathways for future successes will be an area to work on.</p> <p>Differentiation is clear and apparent in pockets across the college in learning areas and stages of learning. Where it is happening, the practice is solid quality and students and teachers see it as a positive element of the programs. This needs to be more consistent and more wide spread.</p> <p>The use of data to inform teaching and learning and thus differentiate is happening in areas of the college. There is a year F-6 and a year 7-12 focus on teaching. This divide is clear in practice and planning and needs to be changed.</p> <p>The Professional Learning Community (PLC) process in teams is positive and is breaking down barriers. There is a need to continue this and develop it even more.</p>
<p>Intent, rationale and focus</p>	<p>The following key directions were identified for the next School Strategic Plan (SSP) from the 2021 review:</p> <p>Student learning growth needs to be a focus in all areas of the curriculum, particularly literacy and numeracy.</p> <ul style="list-style-type: none"> • All teachers will be encouraged to develop literacy and numeracy strategies within their learning areas.

Across the whole college there needs to be a point of need teaching for every student.

- Teaching and Learning PD along with PLC's will focus on getting teachers to be consistent in teaching every student to their point of needs.

Student voice, leadership and agency needs to be developed.

- Murtoa College SIT will look to develop clarity around understanding this better. They will then develop some strategies in conjunction with the students and implement these strategies.

Attendance for students with very high absence levels needs to be addressed.

- The student wellbeing team will develop a college wide strategy to deal with attendance and engagement. They believe the two work together.

The wellbeing area needs to develop student confidence, connectedness and resilience.

- The student wellbeing team will create an annual focus from confidence, connectedness and resilience. They will make sure the focus is not too broad and will achieve improvement in the desired area.

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Goal 1	To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy
Target 1.1	<p>By 2025, the percentage of Year 3 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none">• Reading - Increase from 33% in 2021 to 40%.• Writing - Increase from 17% in 2021 to 35%.• Numeracy - Increase from 33% in 2021 to 40%.
Target 1.2	<p>By 2025, the percentage of Year 5 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none">• Reading - Increase from 36% in 2021 to 40%.• Writing - Increase from 0% in 2021 to 10%.• Numeracy - Increase from 23% in 2021 to 25%.
Target 1.3	<p>By 2025, the percentage of Year 7 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none">• Reading - Increase from 21% in 2021 to 25%.• Writing - Increase from 11% in 2021 to 20%.• Numeracy - Increase from 26% in 2021 to 30%.

Target 1.4	<p>By 2025, the percentage of Year 9 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none"> • Reading - Increase from 16% in 2021 to 20%. • Writing - Increase from 3% in 2021 to 10%. • Numeracy - Increase from 13% in 2021 to 23%.
Target 1.5	<p>By 2025, using a two year moving average, increase the percentage of Year 5 students meeting or achieving above benchmark growth in NAPLAN Reading, Writing and Numeracy</p> <ul style="list-style-type: none"> • Reading - increase from 75% in 2021 to 80% or more • Writing - increase from 67% in 2021 to 80% or more. • Numeracy - increase from 55% in 2021 to 80% or more
Target 1.6	<p>By 2025, using a two year moving average, increase the percentage of Year 7 students meeting or achieving above benchmark growth in NAPLAN Reading, Writing and Numeracy</p> <ul style="list-style-type: none"> • Reading - increase from 63% in 2021 to 80% or more • Writing - increase from 85% in 2021 to 87% or more. • Numeracy - increase from 81% in 2021 to 85% or more.
Target 1.7	<p>By 2025, using a two year moving average, increase the percentage of Year 9 students meeting or achieving above benchmark growth in NAPLAN Reading, Writing and Numeracy</p> <ul style="list-style-type: none"> • Reading - increase from 59% in 2021 to 80% or more. • Writing - increase from 63% in 2021 to 80% or more

	<ul style="list-style-type: none"> • Numeracy - increase from 42% in 2021 to 80% or more
Target 1.8	<p>VCE</p> <ul style="list-style-type: none"> • By 2025, the Allstudy mean to increase from the three-year weighted average of 27.9 in 2020 to a three-year weighted average of 28. • Completion rate of Year 12 - Maintain in 2025 from benchmarks of 100 % completion for VCAL in 2020 and 100% for VCE in 2020.
Target 1.9	<p>School Staff survey</p> <ul style="list-style-type: none"> • By 2025, increase the percentages of positive responses to Academic Emphasis from 46% in 2020 to 75% by 2025.
Target 1.10	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Differentiated Learning Challenge factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 88% in 2021 to 90%. • At years 7 to 9 from 57% in 2021 to 70%. • At years 10 to 12 from 70% in 2021 to 85%.
Target 1.11	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Stimulated learning factor.</p>

	<ul style="list-style-type: none"> • At Years 4 to 6 from 62% in 2021 to 80%. • At years 7 to 9 from 48% in 2021 to 70%. • At years 10 to 12 from 65% in 2021 to 85%.
Key Improvement Strategy 1.a Instructional and shared leadership	Enhance collaborative structures and processes which maintain high level professional learning communities.
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Embed the instructional model, informed by feedback, to challenge all students to be successful.
Key Improvement Strategy 1.c Evaluating impact on learning	Build teacher capability to utilise evidence to plan, teach and evaluate a differentiated and stimulating curriculum.
Goal 2	To foster wellbeing and engagement in learning.
Target 2.1	<p>Student Attendance</p> <ul style="list-style-type: none"> • By 2025, decrease the percentage of Foundation to year 6 students with 20 or more days absent from 22% in 2020 to 16%. • By 2025, decrease the percentage of Year 7 to 12 students with 20 or more days absent from 34% in 2020 to 20%. • By 2025, decrease the average unapproved absence days across Foundation to Year 6 to 5 days or less from 5.95 days in 2020. • By 2025, decrease the average unapproved absence days across Years 7 to 12 to 14 days or less from 22.6 days in 2020.

Target 2.2	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Sense of Confidence factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 53% in 2020 to 80%. • At years 7 to 9 from 49% in 2020 to 75%. • At years 10 to 12 from 63% in 2020 to 80%.
Target 2.3	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Sense of Connectedness factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 68% in 2020 to 80%. • At years 7 to 9 from 49% in 2020 to 75%. • At years 10 to 12 from 52% in 2020 to 80%.
Target 2.4	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Motivation and Interest factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 91% in 2020 to 95%. • At years 7 to 9 from 53% in 2020 to 70%. • At years 10 to 12 from 60% in 2020 to 80%.
Target 2.5	<p>By 2025, on the annual School Staff Survey increase the percentages of positive responses for:-</p>

	<ul style="list-style-type: none"> • Parent and Community Involvement from 64% in 2020 to 80%. • School Climate from 64% in 2020 to 80%.
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Strengthen and foster a consistent student engagement/wellbeing model across the school.
Key Improvement Strategy 2.b Building communities	Build and nurture the partnership between school, student, family and community to maximize student attendance
Key Improvement Strategy 2.c Empowering students and building school pride	Further develop a safe and respectful environment for all students with a focus on resilience.
Goal 3	To empower all students to be active partners in their learning
Target 3.1	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Self Regulation and Goal Setting factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 81% in 2020 to 90%. • At years 7 to 9 from 48% in 2020 to 60%. • At years 10 to 12 from 57% in 2020 to 70%.
Target 3.2	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Student Voice and Agency factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 58% in 2020 to 70%. • At years 7 to 9 from 33% in 2020 to 55%.

	<ul style="list-style-type: none"> • At years 10 to 12 from 58% in 2020 to 70%.
Target 3.3	<p>By 2025, on the annual School Staff Survey increase the percentages of positive responses for:-</p> <ul style="list-style-type: none"> • Seeks Feedback to Improve Practice from 50% in 2020 to 60%. • Professional Learning through Peer Observation from 39% in 2020 to 60%. • Collective Efficacy from 55% in 2020 to 70%
Key Improvement Strategy 3.a Empowering students and building school pride	Develop, document and implement a whole school strategy to maximize student voice and learner agency.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Establish authentic learning partnership throughout the school which develop independent and self regulating learners.
Key Improvement Strategy 3.c Vision, values and culture	Promote and embed a positive school culture through shared and agreed values and vision