**School Strategic Plan 2019-2023**

Murrayville Community College (5433)



Submitted for review by Natasha Mudie (School Principal) on 01 December, 2019 at 01:17 PM  
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 02 December, 2019 at 08:56 AM  
Awaiting endorsement by School Council President

**School Strategic Plan - 2019-2023**

Murrayville Community College (5433)

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| School vision | Murrayville Community College’s vision is to offer every child, every opportunity to succeed, in every aspect of their education that will enable them to contribute to and succeed within our local and global society. |
| School values | Murrayville Community College will inspire and support students enabling them to achieve their full potential within an educational environment that is engaging, safe, positive, respectful, inclusive and welcoming. We Value in our school community – Persistence, Respect, Independence, Determination and Excellence. |
| Context challenges | Murrayville Community College recognises that our students are geographically isolated and that we need to provide them with opportunities that motivate, challenge and inspire them to develop into engaged local and global citizens. We also recognise that providing meaningful social interactions and connections for our adolescent students with peers from across the Mallee Education Cluster is vital so that students don't feel socially isolated and don't feel that it is necessary to move to other schools, just to be part of a larger cohort. We also recognise that providing breadth of subject choice within our budget parameters for increasingly small cohorts will remain a constant challenge. |
| Intent, rationale and focus | INTENT - Our Strategic Plan 2019-2023 will focus on an increased consistency of curriculum planning, delivery and assessment across every classroom in the school. This focus will drive growth in our students’ Literacy and Numeracy achievement and consistent purposeful teaching should improve student engagement. We will build teachers capacity to collect and interpret student learning data and make meaning of their findings so that it can inform their planning and teaching. RATIONALE - A more consistent approach to curriculum planning, delivery and assessment in addition to having an embedded instructional model will mitigate some of the difficulties that a small staff face, within single teacher faculties and single teachers teaching multiple Primary year levels. Moderating work with this consistent approach, in addition to teachers having a greater understanding of the student learning data will ensure that students are receiving the highest quality education across the school and will reduce variation between classrooms. PRIORITIES - Our initial priority is to complete and embed the work that we have done so far with Literacy, as part of the Literacy Strategy. From 2021 a focus on Numeracy will follow. We will strive to enhance student engagement throughout the four years of the plan, with a clear focus on building a common understanding of Student Voice and ways to empower students in their learning from the beginning of 2020. |

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| Goal 1 | Improve student achievement and growth in literacy |
| Target 1.1 | **Reading**  Increase the percentage of students with high or medium growth in reading  from  72% @ Yr 5, 63% @ Yr 7 and 91% @ Yr 9 in 2019 to 80% consistently in 2023  Increase the percentage of students performing at or above expected age level in reading from 94% in 2019 @ P-6 to 95% in 2023  Increase the percentage of students performing at or above expected age level in reading from 85% in 2019 @ 7-10 to 90% in 2023  100% of students (without diagnosed special needs and attendance of 80% or higher) achieve green in culumative Initial Lit testing by the end of Prep |
| Target 1.2 | **Writing**  Maintain the percentage of students with high or medium growth in writing from 84% @ Yr 5, 100% @ Yr 7 and 100% @ Yr 9 to 90% consistently in 2023  Increase the percentage of students performing at or above expected age level in writing from 89% in 2019 @ P-6 to 95% in 2023  Increase the percentage of students performing at or above expected age level in writing from 83% in 2019 @ P-6 to 90% |
| Target 1.3 | **VCE**  VCE mean study score to increase from 31 in 2018 to 32 by 2023  VCE mean study score for English to increase from 27 in 2018 to 30 by 2023 |
| Key Improvement Strategy 1.a Building practice excellence | Embed an agreed instructional model and a whole school approach to teaching literacy that is consistently implemented by all staff. |
| Key Improvement Strategy 1.b Evaluating impact on learning | Build teacher data literacy to inform teaching and learning of reading and writing. |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Further develop and embed whole school consistency of curriculum planning, delivery and assessment practices of reading and writing |
| Goal 2 | Improve the learning growth of every student in numeracy |
| Target 2.1 | Increase the percentage of students with high or medium growth in numeracy  from  43% @ Yr 5, 75% @ Yr 7 and 82% @ Yr 9 in 2019 to 80% consistently in 2023.  Increase the percentage of students performing above expected age level in numeracy from 10% in 2019 @ P-6 to 15% in 2023.  Increase the percentage of students performing at or above expected age level in numeracy from 75% in 2019 @ 7-10 to 85% in 2023. |
| Target 2.2 | By 2023, the percentage of students responding positively to the Motivation and Interest factor (AtoSS) will be at or above 80%. |
| Key Improvement Strategy 2.a Building practice excellence | Develop a whole school approach to teaching numeracy that is consistently implemented by all staff. |
| Key Improvement Strategy 2.b Evaluating impact on learning | Build mathematics teachers' data literacy to inform teaching and learning of numeracy. |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Develop and embed whole school consistency of curriculum planning, delivery and assessment practices of numeracy. |
| Goal 3 | Improve student engagement and confidence in learning |
| Target 3.1 | **Attitudes to School Survey**  Increase the factor percentiles for Stimulated learning from 62% in 2019 for P-6 to at least 70% by 2023  Increase the factor percentiles for Stimulated learning from 90% in 2019 for 7-12 to at least 93% by 2023  Increase the factor percentiles for Student Voice and Agency from 13% in 2019 for P-6 to at least 70% by 2023  Increase the factor percentiles for Student Voice and Agency from 90% in 2019 for 7-12 to at least 93% by 2023  Increase the factor percentiles for High Expectations for Success from 3% in 2019 for P-6 to at least 70% by 2023  Increase the factor percentiles for High Expectations for Succes from 92% in 2019 for 7-12 to at least 95% by 2023  Increase the factor percentiles for Sense of Confidence from 3% in 2019 for P-6 to at least 70% by 2023  Increase the factor percentiles for Sense of Confidence from 93% in 2019 for 7-12 to at least 95% by 2023 |
| Target 3.2 | **Parent Opinion Survey**  Increase the factor percentiles for Stimulating Learning Environment from 66% in 2019  to at least 80% by 2023  Increase the factor percentiles for Student Voice and Agency from 98% in 2019 for P-6 to at least 99% by 2023  Increase the factor percentiles for High Expectations for Succes from 81% in 2019 to at least 95% by 2023  Increase the factor percentiles for Confidence and Resiliency skills from 80% in 2019 for P-6 to at least 85% by 2023 |
| Target 3.3 | By 2023, the percentage of teachers responding positively to Teacher Collaboration will be 75% or above |
| Key Improvement Strategy 3.a Empowering students and building school pride | Build a common understanding of Student Voice and ways to empower students in their learning. |
| Key Improvement Strategy 3.b Networks with schools, services and agencies | Continue to embed the school’s active participation in the Mallee Education Cluster and local networks |
| Key Improvement Strategy 3.c Parents and carers as partners | Develop and implement strategies to involve parents and carers as partners in learning |