School Strategic Plan 2023-2027

Murrayville Community College (5433)

Submitted for review by Natasha Mudie (School Principal) on 24 January, 2024 at 10:45 AM
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 01 February, 2024 at 10:58 AM
Awaiting endorsement by School Council President

School Strategic Plan - 2023-2027

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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 our students are still rebounding from the impacts of the pandemic, remote learning and border issues experience of 2020-2022, and that continued emphasis on emotional well-being and mental health will be a priority, as will regaining the academic rigour in the senior school that was present prior to 2020. We also recognise that providing breadth of senior subject choice within our budget and staffing parameters for increasingly small cohorts will remain a constant challenge.
Intent, rationale and focus	INTENT - Our Strategic Plan 2023-2027 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 through the PLC process to use evidence to inform and evaluate differentiated teaching practice that supports, challenges and extends every student. We will develop students' capacity to become active and confident learners through a more formalised learning goals process. Finally, our intent is also to improve the well-being outcomes for every student. RATIONALE - A well developed and embedded PLC process will allow teachers to collaboratively improve curriculum planning, delivery and assessment practices across the school, that will inform and evaluate differentiated teaching practices designed to support, challenge or extend each and every student. A formalised learning goals process will improve student voice, agency and ultimately motivation. PRIORITIES - Our initial priority is to develop and implement an agreed PLC process to drive improvement in Literacy

	and Numeracy. Implementing 'The Writing Revolution' across the school will be a strong focus in 2024 as will completing a full scope and sequence for literacy P-12. Monitoring and evaluating and documenting changes made to the Numeracy program will be a focus also in 2024. Embedding the PLC process and introducing structured peer observations will continue to be a focus across the length of the Strategic Plan. 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 formalising and embedding a consistent, sequential learning goal process that empowers students to monitor and evaluate their progress. Over the course of the four-year plan we will develop, implement and document a whole school multi-tiered approach to student wellbeing and inclusion.

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Goal 1	Improve the learning outcomes of every student.
Target 1.1	NAPLAN NAPLAN growth target to be confirmed.
Target 1.2	Victorian Curriculum By 2027, increase or maintain the percentage of students assessed in teacher judgements at or above expected age level as follows: Reading and viewing: • F-6 from 84% in 2022 to 88% • 7-10 from 65% in 2022 to 70% Writing: • F-6 above level from 11% in 2022 to 15% • 7-10 from 68% in 2022 to 75% Number and algebra: • F-6 maintain at 92% in 2022 • 7-10 from 58% in 2022 to 68%
Target 1.3	VCE By 2027, increase the All study score mean from 21.18 in 2022 to 26.00.

	By 2027, increase the English mean study score from 15.5 in 2022 to 28.00.
Target 1.4	School Staff Survey By 2027, increase the percentage positive responses on the School Staff Survey (SSS) for the following factors: • Academic Emphasis from 52% in 2022 to 60% • Understand formative assessment from 64% in 2022 to 75% • Moderate assessment tasks together from 45% in 2022 to 60%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen a whole school approach to high quality instructional practice in literacy and numeracy.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high	Develop and implement an agreed PLC process that builds staff capability to use evidence to inform and evaluate differentiated teaching practice that supports, challenges and extends every student.

expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	Develop the capacity of students to become active and confident learners.
Target 2.1	Student Attitudes to School Survey By 2027, increase the percentage positive responses on the Attitudes to School Survey for the following factors: • Student Voice & Agency from 57% in 2022 to 65% • Sense of confidence from 66% in 2022 to 70% • Self-regulation and goal setting from 63% in 2022 to 70%
Target 2.2	School Staff Survey By 2027, increase the percentage positive responses on the School Staff Survey (SSS) for the following factors:

	• Use student feedback to improve practice from 73% in 2022 to 78% • Promote student ownership of learning goals from 64% in 2022 to 75% • Use high impact teaching strategies from 64% in 2022 to 75%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher capacity to plan and implement opportunities for students to exercise authentic voice and learner agency.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Formalise and embed a consistent, sequential learning goal process that empowers students to set, monitor and evaluate their progress.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 3	Improve the wellbeing outcomes of every student.

Target 3.1	Student Attitudes to School Survey By 2027, increase the percentage positive responses on the Attitudes to School Survey for the following measures: • Attitudes to attendance from 78% in 2022 to 82% • Sense of connectedness from 65% in 2022 to 70% • Teacher concern from 52% in 2022 to 60%
Target 3.2	Parent/Caregiver/Guardian Opinion Survey (PCGOS) By 2027, increase the percentage positive responses on the PCGOS for the following measures: • Confidence and resiliency skills from 79%in 2022 to 85% • Promoting positive behaviour from 79% in 2022 to 85%
Target 3.3	Attendance By 2027, decrease the percentage of students absent for 20+ days in: • F-6 from 54% in 2022 to 25% • 7-12 from 65% in 2022 to 25%
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a whole school multi-tiered approach to promoting student wellbeing and inclusion.
Key Improvement Strategy 3.b	

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen staff capacity to implement high impact wellbeing strategies that support student wellbeing and inclusion.
Key Improvement Strategy 3.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	