

School Strategic Plan 2023-2027

Murrumbeena Primary School (3449)



*Excellence
through Endeavour*

Submitted for review by Rochellee Plumb (School Principal) on 26 January, 2024 at 12:02 PM

Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 09 February, 2024 at 01:36 PM

Endorsed by Luda Unitt (School Council President) on 19 February, 2024 at 09:25 PM

School Strategic Plan - 2023-2027

Murrumbeena Primary School (3449)

School vision	<p>Murrumbeena Primary School cultivates a sense of community and belonging. We create an inclusive, supportive environment in which happy, healthy, and resilient staff and students perform at their best. Our students can achieve their full academic, creative, and social potential through their engagement in a transdisciplinary approach to the Victorian Curriculum. Emphasis is placed on inquiry and relating learning experiences to the realities of the world. Beyond intellectual rigor and high academic standards, strong emphasis is placed on self-management, wellbeing and responsible citizenship. Students are encouraged to become critical and compassionate thinkers, lifelong learners and informed participants who actively participate in decision making related to their learning and contribute to the world in which they live.</p>
School values	<p>At Murrumbeena Primary School, we uphold the following values: Respect: for others, our environment and ourselves. Responsibility: for our learning, behaviour, belongings and environment. 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>Learner profile attributes represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. The ten dispositions we want our students to become include: knowledgeable, thinkers, inquirers, principled, communicators, open-minded, caring, risk-takers, balanced and reflective.</p>
Context challenges	<p>Murrumbeena Primary School is located in the City of Glen Eira in the South-Easter Region of Victoria. The school was built in 1916 and is exceptionally well-maintained, providing students with attractive playgrounds and indoor and outdoor learning spaces. The school's motto of 'Excellence through Endeavour' permeates the daily actions of staff and students and through the many programs offered.</p> <p>Complementing the Victorian Curriculum, our Foundation to year 2 students are involved in daily multi-sensory language lessons focused on evidenced based literacy instruction. Year 3 and 4 students are immersed in practical, hands-on cooking and gardening classes through the Stephanie Alexander Kitchen Garden Program. Year 5 and 6 students participate in a wide range of leadership programs and interschool sports. Digital technologies are embedded throughout the year levels with a range of devices such as iPads, laptops, Chromebooks and interactive screens to support the development of student capabilities and ethical internet use.</p> <p>The school is an accredited International Baccalaureate (IB) World School implementing the Primary Years Program (PYP). The PYP is a curriculum framework through which the Victorian Curriculum is taught which ensures that learning is concept based,</p>

	<p>authentic and of international significance. Specialist subjects include Physical Education, Visual Arts, Performing Arts and Japanese (Language other than English: LOTE). Science, technology, engineering and mathematics have been successfully incorporated into units of inquiry across all levels, however from 2024, students will have specialised STEM classes that will further extend understandings and capabilities in this area. Students engage in inquiries that address the science domain which includes physical, biological, chemical, Earth and solar sciences.</p> <p>Student learning outcomes remain high across the school, however improved pedagogical and school assessment practices would further enhance student achievement. Further areas to refine include improving feedback and goal setting practices, enhancing students' self-management skills and engaging students in decisions related to their learning (knowing what they are learning and why, how they are going and what they need to do next).</p>
<p>Intent, rationale and focus</p>	<p>Our goals are to optimise the learning growth of every student in literacy and numeracy and to strengthen student voice and agency in their learning.</p> <p>Key to this is to:</p> <ul style="list-style-type: none"> - reinvigorate the school's vision and values - develop the capacity of leaders and teachers to implement consistent high quality pedagogical practices (including the provision of regular and timely feedback which is used for revising and renewing personalised learning goals) - embedding the consistent use of data and assessment to monitor growth and inform differentiation at student point of need. - develop and embed and agreed school-wide understanding of student agency in learning and wellbeing - strengthen staff capacity to respond to the learning and wellbeing needs of students. <p>Our continued focus on enhancing student wellbeing and community connectedness will be strengthened through a whole school approach to build resilience, understanding self and socially relating to others.</p>

School Strategic Plan - 2023-2027

Murrumbeena Primary School (3449)

Goal 1	To optimise student learning growth
Target 1.1	<p>By 2027, increase the percentage of students Exceeding on the NAPLAN proficiency scale</p> <ul style="list-style-type: none">• in Year 3 Reading from 38% (2023) to 42%• in Year 5 Reading from 50% (2023) to 53%• in Year 3 Writing from 24% (2023) to 27%• in Year 5 Writing from 31% (2023) to 35%• in Year 3 Numeracy from 34% (2023) to 37%• in Year 5 Numeracy from 33% (2023) to 37%
Target 1.2	<p>By 2027, increase the percentage of Year F-6 students above age expected Victorian Curriculum levels (teacher judgement)</p> <ul style="list-style-type: none">• in Reading and Viewing from 50% (2022, Semester 2) to 70%• in Writing from 25% (2022, Semester 2) to 50% (To be confirmed)
Target 1.3	<p>By 2027, increase the percentage of Year F-6 students above age expected level in Number and Algebra (teacher judgement) from 47% (2022, Semester 2) to 60% (To be confirmed)</p>

Target 1.4	By 2027, increase positive responses to the School Staff Survey factor Staff trust in colleagues from 61% (2023) to 82%
Key Improvement Strategy 1.a 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	Reinvigorate the school's vision and values
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capacity of leaders and teachers to implement consistent high quality pedagogical practices
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed the consistent use of data and assessment to inform differentiation at student point of need
Goal 2	To strengthen student voice and agency in their learning
Target 2.1	By 2027, increase the percentage of Year 4 to 6 students positive responses to the AtoSS factor in Stimulated Learning from 80% (2023) to 86%

Target 2.2	By 2027, increase the percentage of Year 4 to 6 students positive responses to the AtoSS factor Student voice and agency from 74% (2023) to 80%
Target 2.3	By 2027, increase the percentage of Parent Opinion Survey positive responses for the factor <i>Stimulated learning environment</i> from 79% (2023) to 85%
Target 2.4	By 2027, increase the percentage of School Staff Survey positive responses for the factor <i>Use student feedback to improve practice</i> from 79% (2023) to 85%
Target 2.5	By 2027, maintain the percentage of School Staff Survey positive responses for the factor <i>Promote student ownership of learning</i> at or above 86% (2023)
Key Improvement Strategy 2.a 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	Develop and embed an agreed school-wide understanding of student agency in learning and wellbeing.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Create opportunities for students to have agency and influence in their learning.

Key Improvement Strategy 2.c

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

Strengthen staff capability to respond to the learning and wellbeing needs of students.