

School Strategic Plan 2020-2024

Marnebek School Cranbourne (5464)



Submitted for review by Jennifer Hamilton (School Principal) on 10 July, 2020 at 11:03 AM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 16 July, 2020 at 02:11 PM
Endorsed by Emma Lewis (School Council President) on 16 July, 2020 at 02:49 PM

School Strategic Plan - 2020-2024

Marnebek School Cranbourne (5464)

<p>School vision</p>	<p>Marnebek School believes in providing a stimulating and engaging environment, which enables students to embrace learning and achieve their full potential. We do this by building their social, emotional and physical wellbeing; empowering students to become active and valued members of their community.</p> <p>Marnebek School is a supportive learning community where everyone is encouraged to be responsible, respectful and resilient. We enable students to become active in their learning by participating in engaging programs that prepare them for the future.</p>
<p>School values</p>	<p>We strive to show our values of Resilience, Respect and Responsibility in all aspects of our school community.</p> <p>Resilience we hold ourselves and each other to account within our school community.</p> <p>Respect we value others and accept everyone's differences across our school community.</p> <p>Responsibility we are honest, ethical and transparent throughout our school community.</p>
<p>Context challenges</p>	<p>Feedback from the school review and self evaluation identified from staff the following areas and challenges in relation to implementation of the FISO areas:-</p> <ul style="list-style-type: none"> • the pace of new learning and lack of time to embed learning was the most frequently voiced concern • some teachers considered the documentation for Clinical Teaching Cycle work repeated what was required in weekly planning • insufficient time to talk about what teachers did in the classroom and to exchange ideas and strategies • the time it took to do assessments and the relevance of some assessments for specific groups of students <p>Some teachers did not view PLT meetings as a time for planning together rather they took away their own planning time. The Panel considered this was due to a lack of understanding of some of the Professional Learning Communities (PLCs) process. Staff were provided with non-specified planning time throughout,</p>
<p>Intent, rationale and focus</p>	<p>Our school intent is to have an unrelenting focus on increasing students Literacy and Numeracy skills throughout our strategic plan. Our rationale is based on the schools self evaluation report which highlighted under the FISO area of Excellence in Teaching and Learning fell in the emerging category. We aim to build the capacity of our teachers to increase student skills in literacy and numeracy and access to improved communication.</p> <p>Over the 4 year Strategic Plan our rationale is to focus on building staff capacity in high quality teaching for students with a range of disabilities, to set high expectations of professional teaching standards and to empower staff to be resilient employees, to own the professional responsibility of student learning and respectfully collaborate as colleagues to build a strong community and positive school culture.</p>

School Strategic Plan - 2020-2024

Marnebek School Cranbourne (5464)

Goal 1	To improve students literacy outcomes with a focus on communication skills.
Target 1.1	Increase the percentage of students making in level or across level Victorian Curriculum Speaking and listening growth as measured by teacher judgements from 36 per cent (2019) to 80 per cent (2023).
Target 1.2	Increase the percentage of students making in level or across level growth as measured by ABLES reading data from 52 per cent (2019) to 80 per cent (2023).
Target 1.3	Increase the percentage of students making learning gain in English as measured by English Online from 58 per cent (2019) to 80 per cent (2023).
Target 1.4	<p>The percentage of positive endorsement by Principal/teachers will increase for:</p> <ul style="list-style-type: none"> • Instructional leadership 68.7% (2019) to greater than 85% (2023) • Leading change from 50.0% (2019) to greater than 75% (2023) • Visibility from 46.3% (2019) to greater than 75% (2023).
Key Improvement Strategy 1.a Instructional and shared leadership	Build a sustainable shared instructional leadership structure to lead school improvement across a multi campus school.

Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and embed a whole school approach to the teaching of literacy to improve student outcomes from Foundation to Year 12.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build staff capacity and knowledge of the differentiated communication support to ensure improved literacy outcomes for all Foundation - Year 12 students.
Goal 2	To improve student outcomes in numeracy for students from Foundation to Year 12.
Target 2.1	Increase the percentage of students making in level or across level Victorian Curriculum Mathematics growth from 22 per cent (2019) to 80 per cent (2023) as measured by teacher judgement.
Target 2.2	Increase the percentage of students making learning gain in Mathematics as measured by Maths On Line from 51 per cent (2019) to 85 per cent (2023).
Target 2.3	The percentage of positive endorsement by Principal/teachers will increase for: <ul style="list-style-type: none"> • Teacher collaboration from 49.4% (2019) to greater than 75% (2023) • Academic emphasis from 52.4% (2019) to greater than 75% (2023) • Professional learning from peer observation from 58.8% (2019) to greater than 75% (2023)
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Define and further develop a PLC culture empowering alongside building teacher capacity in high quality numeracy curriculum.
Key Improvement Strategy 2.b	Develop and embed a whole school approach to the teaching of numeracy to improve student outcomes across Foundation to year 12.

Curriculum planning and assessment	
Key Improvement Strategy 2.c Building practice excellence	Build staff capacity and knowledge of the differentiated communication support to ensure improved numeracy outcomes for all Foundation - Year 12 students.
Goal 3	To improve student engagement and wellbeing
Target 3.1	Increase the percentage of students who meet their Personal and social capability goals from 40 per cent (2019) to 80 per cent (2023).
Target 3.2	Decrease the average number of students with 20 or more days of absence from 52 per cent (2020) to 42 per cent (2023).
Target 3.3	<p>The percentage of positive endorsement in the AToSS will increase for:</p> <ul style="list-style-type: none"> • Student voice and agency from 77% (2019) to greater than 87% (2023) • School connectedness from 74% (2019) to greater than 84% (2023) • Learning confidence from 79% (2019) to greater than 89% (2023).
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Establish and embed a whole school approach to student wellbeing.
Key Improvement Strategy 3.b Empowering students and building school pride	Build staff understanding and capacity to use student voice, agency and leadership.

Key Improvement Strategy 3.c
Parents and carers as partners

Improve parent and carer participation as active partners in their child's learning and personal and social development.