



Murgon State School

Strategic Plan 2022 - 2025

Vision

For all students to achieve their best; learning and accessing quality differentiated curriculum through excellent, expert teaching practices. We Believe:

1. Relationships are paramount through the establishment of strong community - home - school partnerships.
2. All students can achieve to high standards given the right time and support.
3. Every student matters, every day. A postcode does not determine your future.
4. Staff share accountability for student outcomes of every student in the school.
5. Curriculum delivery and assessment are underpinned by researched, evidenced based approaches.
6. In a culture of high expectation with regard to - * Student behaviour, attendance, dress code * Student bookwork standards Teacher and student commitment to high individual achievement * School community values and a high level of mutual respect * Student engagement * Feedback being given and received frequently and transparently, and is valued by staff and students
7. A Case Management approach to monitoring student progress.
8. All teachers can teach to high standards given the right assistance.

Each Teacher:

1. Establishes an atmosphere of high expectations across all areas of school
2. Is accountable for promoting optimal student learning
3. Plans and teaches a lesson, using the schools Pedagogical Framework
4. Uses differentiation, challenging student's individual learning goals based on agreed targets
5. Will engage in collaborative work. Collaboration rests on a moral imperative to improve teaching in order to improve learning
6. Ensures higher order thinking skills are applied authentically across a wide range of contexts
7. Focuses on high standards of handwriting and presentation - students and staff
8. Regularly corrects student work and provides feedback to each student
9. Has a high standard of classroom display that is relevant and educationally stimulating
10. Participates in ongoing professional learning to maximise teaching capacity aligned to their DPP and the School Improvement Agenda.

Values





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- Our Motto: Strive to Succeed
- Our School Rules: Be Respectful Be Safe Be a Learner
- Our Values: Aspire Believe Challenge

School Priorities

Performance

Long-term targets/desired outcomes	2022	2023	2024	2025
1. 12 months academic growth for each child evidenced through synthetic phonics screeners (Reading and Spelling).				
2. Reduction of OneSchool Behaviour incidents - Celebrating this data on a regular basis through recognition of positive engagement (Green Slips).				
3. School Wide and Classroom data displays in the areas of Reading and Spelling to highlight student achievement and improvement.				
Strategies	2022	2023	2024	2025
Unify staff commitment to the EIA, with clarity of whole-school expectations and clear aspirational targets focused on maximising achievement and wellbeing outcomes for all students.	✓	✓		
Strengthen all school leaders' accountabilities to ensure an inclusive, transparent and strategic approach to the allocation of all resources aligned to the EIA.		✓	✓	✓
Establish cycles of review to measure the impact of resources allocated to decisions, initiatives and programs supporting the success of the EIA.			✓	✓

Teaching

Long-term targets/desired outcomes	2022	2023	2024	2025
1. A-E data improvement for each cohort from 2021 in English, Maths and Science.				
2. Success Criteria for School leaders and teachers in place and reviewed regularly.				
3. 100% of teachers implementing and enacting the Australian Curriculum.				
Strategies	2022	2023	2024	2025
Develop the capability of all staff to implement the agreed signature pedagogies through high quality professional learning experiences, including modelling, coaching, observation and feedback, and WOW.	✓	✓	✓	✓
Develop agreed processes for all school leaders to monitor the implementation of the AC, ensuring the planned curriculum is enacted in all classrooms.	✓			
Collaboratively review the school's pedagogical approaches and practices, to determine the agreed signature pedagogies that will underpin teaching and learning across the school.		✓	✓	✓





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Capability

Long-term targets/desired outcomes				
1. All staff are competent in using data to discuss student achievement and growth (Synthetic Phonics -Reading & Spelling)				
2. Synthetic phonics screeners evidence student growth each Term.				
3. 100% of Teacher 'check in' time used to capture, review and adapt to student wellbeing and achievement data.				
Strategies	2022	2023	2024	2025
Establish processes to collect, analyse and share student behaviour and wellbeing data to inform a consistent school-wide approach to engendering a culture that promotes learning.	✓			
Collaboratively develop and implement agreed school-wide approaches for mentoring, coaching, observation and feedback for all staff aligned to the EIA.		✓		
Develop and implement an instructional leadership model for all school leaders aligned to monitoring and reviewing the progression and success of the EIA.	✓			
Strengthen data conversations, building the capability of staff in using achievement data to inform teaching and learning.	✓			
Provide opportunities for school leaders to strengthen their capability as instructional leaders to support the success of the EIA, working positively with all staff to improve their practice	✓	✓	✓	✓

Inclusion

Long-term targets/desired outcomes				
1. Reduced School Disciplinary Absences and Behaviour Incidents from 2021 - 104 SDAs (1581 behaviour incidents)				
2. Increased 'good stories' and contact with families/carers via phone calls, face to face conversations and media platforms (Facebook, Newsletter & Local Newspaper).				
3. 100% of teachers' planning demonstrates awareness of student needs via appropriate differentiation and use of Personalised Learning Records (PLRs)				
Strategies	2022	2023	2024	2025
Establish a shared understanding of high expectations for student behaviour and engagement that all staff consistently apply, underpinned by agreed evidence-based practices.	✓	✓	✓	✓
Strengthen all classroom teachers' capability to plan and enact differentiated learning experiences for all students, including high achieving students through the AC.	✓	✓		
Strengthen collaborative processes to further explore ways to ensure the curriculum is adapted to suit the local context and interests of students.		✓		





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School Priorities

Wellbeing

Long-term targets/desired outcomes				
1. Improvement in School Opinion Survey data: Staff: (Wellbeing & Workplace Culture) Students: (School Culture & Teaching and Learning) Parents: (School Culture & Teaching and Learning)				
Strategies	2022	2023	2024	2025
Collaboratively develop and implement a wellbeing strategy, building a culture of mutual trust and respect, with improved clarity and communication to achieve high levels of staff morale.	✓	✓	✓	✓
Ensure a consistent school-wide approach to student goal development linked to the EIA is embedded, and regularly monitored, reviewed and celebrated by school leaders.		✓	✓	✓

Partnerships

Long-term targets/desired outcomes				
1. 100% of year 6 student successfully transition into secondary education with local High School or Secondary institute of their choosing.				
2. Increased Early Years enrolments including ECDP and Playgroup				
3. Increased number of parents completing School Opinion Survey Data (2021 - 32 Parents)				
Strategies	2022	2023	2024	2025
Strengthen opportunities for parents and families to become genuine partners in education, promoting the positive endeavours of the school to enhance community confidence.	✓	✓	✓	✓
Strengthen partnerships with local early childhood providers to provide opportunities for all students to make a great start in Prep.	✓	✓	✓	✓

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

Assistant Regional Director



**Queensland
Government**