Strategic Plan

2014 - 2016

The Moerlina Way

When you come into our school you will probably hear the term – 'The Moerlina Way'. It's simply an expression of who we are, what's important to us and how things are done around here. Since we were first founded, our children have been nurtured in a partnership between families, staff, their classmates and the wider community.

Parents of past Moerlina students tell us that their children have thrived at high school because they have been given a rigorous academic foundation and because of their resilience. Here at Moerlina, teachers lovingly consider the whole child by caring for their social and emotional needs as well as their academic outcomes.

Our students emerge as resourceful, independent thinkers and problem solvers who are ready to take on the world. They have a strong sense of self and respect and appreciate the contributions of others. Moerlina prides itself on its friendly, courteous and self-disciplined students. Our children are given clear boundaries that are developed and supported in partnership between home and school.

Moerlina is a joyful place where children love to learn. We encourage a child-centred, inquiry style of teaching and learning. You will see boys and girls happily researching, investigating and being prepared to take risks. They pose practical and philosophical questions for which they then confidently set about finding the best possible solutions.

Our shared values are reflected in all our daily actions at school, at home and in the wider community. Everyone - parents, teachers and students, are encouraged to communicate openly, positively and respectfully. We recognise the importance of being part of the wider community and strive to play our part in developing confident and responsible future citizens of Australia and the world.
The 2014 – 2016 Strategic Plan for Moerlina School

We have prepared this brochure to give you an overview of Moerlina School’s strategy for 2014 – 2016. The Moerlina School Council, Principal and staff are united, committed to and explicit about their core objective – to improve learning outcomes for all students in the school.

Our school motto, "Where education comes alive!" forms the basis of our school vision - Bringing learning to life! This becomes the driving force behind everything we do. Ask yourself each time you walk into our school, "What makes this place so special?" Wouldn't you agree it's because Moerlina is so vibrant, alive and busy?

Our kids love to learn!

Our Strategy

Our overall strategy for 2014-2016 is to sustainably offer the best education for our children possible. By sustainable, we mean we need to excel in an increasingly competitive business environment. We remain committed to providing high quality education that is state of the art, unaligned to religious or other schooling systems, and that meets or exceeds regulatory requirements.

Our strategy is articulated across six broad categories:
- Education
- Finance
- Governance
- Partnerships
- Physical resources
- Staff

Education

The Moerlina School ethos is built around high expectations and a commitment to excellence. The School promotes and maintains an environment reflective of its high expectations that all students will learn and achieve positive outcomes. The School actively promotes differentiated teaching and learning as a strategy for ensuring that every student is engaged and learning successfully.

Goal 1: To foster academic, social and emotional resilience in every student

Key Performance Indicators:
- A flexible, child-centred multi-age environment that mirrors life outside of school and enhances learning.
- Encouragement of a culture of inquiry and innovation, where creative exploration and independent learning are valued.
- Encouragement and support our children to take responsibility for their own learning.
- Strong emphasis on parents and staff working together in mutually supportive ways as partners in student learning.
Goal 2: Staff strive to be at the forefront of best educational practice

Key Performance Indicators:
- Improve each child’s academic outcomes by addressing the progressive development of students’ deep understanding of concepts, principles and big ideas within learning areas, as well as the ongoing development of cross-curricular skills and attributes, including teamwork, critical thinking, problem solving and the evaluation of information and evidence.
- Investment in a responsive and purposeful continuing professional education for each staff member.
- Learning programs are responsive to assessment data and reflect the best knowledge according to current research literature.

Goal 3: Students to achieve excellent academic progress.

Key Performance Indicators:
- Instil in each of our children a love of learning by ensuring that our teaching styles and learning programs actively encourage curiosity, discovery and enhance our children’s individual interests.
- Empower our children to explore the curriculum in greater depth through a hands-on approach investigative learning style and timely and meaningful feedback on progress.
- Focus strongly on numeracy and literacy programs, as well as developing connections and integration across all aspects of the curriculum.
- Flexible in utilising resources, including knowledge and skills of staff and community members, to improve the quality of teaching and learning.
- Bring in outside experts to enhance and enrich the children’s learning opportunities.

Goal 4: To fully comply with all mandatory government requirements

Key Performance Indicators:
- Responsive to the State and Federal Government standards for schools.
- Ful implementation of the Australian Curriculum and national Early Years Learning Framework.
- Participation in and response to the data available from mandated national assessments.

Finance

The school has operated in a deficit for a number of years. It is critically important for the sustainability of the school that a reasonable profit is returned each year, to pay down debt and to invest in the school assets.

Goal 1: To ensure the financial sustainability of Moerlina School

Key Performance Indicators:
- Maintain an operating surplus.
- Actively develop an income stream separate to student fee income that maximises productive use of our resources.
- Manage debtors responsibly.
- Use surplus income in priority order to:
  - Rebuild provisions accounts.
  - Improve teaching and administration support.
  - Improve school assets.
  - Reduce debt.
- Maintain an active finance sub-committee.
- Seek grants and undertake focussed fundraising activates for specific education-related projects.

**Governance**

Moerlina has a community that is actively involved in operation of the school. To manage this we need strong governance and operating procedures.

**Goal:** To maintain strong governance of Moerlina through a vibrant, purposeful and empowered School Council and active sub-committees

**Key Performance Indicators:**
- Regular Council meetings.
- Well documented and up-to-date policies and procedures.
- Active sub-committees.
- An up-to-date organisational chart.
- Documented succession planning.
- Regular communication with families and staff

**Partnerships**

Parents and families are recognised as integral members of the School community and partners in their children's education. The partnerships between staff, students and families reflect the heart of the Moerlina school community. The School actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations and volunteers.

**Goal 1:** To maintain the strong partnerships between our students, staff and families.

**Key Performance Indicators:**
- Encourage a strong collegial culture of mutual trust and support among staff.
- Encourage a culture of respect and support between staff and parents.
- Encourage parents to make a commitment to becoming active participants in our School community.
- Encourage strong teacher – student relationships based on mutual care and respect.
- Foster our children's spirit of care and respect for each other in their relationships, regardless of their age, gender or ethnicity and promote the Buddy System and multi-age groupings.

**Goal 2:** To maintain and create further partnerships with the wider community
Key Performance Indicators:
- Build inter-school relationships, including with high schools.
- Seek to grow our partnerships with Universities.
- Seek further volunteer community and Alumni involvement in educational programs such as ‘Support a Reader’.
- Use the support and expertise of AISWA.
- Encourage our children to give back to the community through philanthropy and volunteer work.

Physical Resources

We will strive to maintain and improve our buildings and furnishings, grounds and equipment, for the better education of our children and to provide a sound working environment for our staff.

Goal 1: To improve and utilise our grounds

Key Performance Indicators:
- Grounds upgraded in a Nature Play format.
- School oval upgraded to a commercial sports field standard.
- Optimised use of our purpose built facilities.
- Plan for upgraded car parking.

Goal 2: To improve and maintain our buildings and equipment

Key Performance Indicators:
- Improve provision of up-to-date student computers and electronic aids.
- Up to date administration computer systems.
- Buildings and furnishings maintained.
- Adequate student transport for school excursions.

Staff

The School is committed to maintaining a professional team of highly able teachers who take an active leadership role beyond the classroom. There is a school-wide culture of shared responsibility for student learning and success.

Goal 1: To attract, retain and develop the best possible teachers for our School

Key Performance Indicators:
- We will retain teachers who are highly qualified in their field.
- We will expect all teachers to be highly committed to the continuous improvement of their own teaching and will support ongoing, relevant professional learning.
- We will provide opportunities for staff to work together and to learn from each other’s practices.