

Our school vision - *Bringing learning to life*, reflects what is important at Moerlina. Children's learning needs to be rich and purposeful. It needs to make sense to them and be relevant to the world they know. They need to be given time to engage deeply, to explore and discover, to develop new skills and create new knowledge.

In 2008 the Melbourne Declaration on Educational Goals for Young Australians recognised the need for education to support children in becoming successful learners, confident and creative individuals and active and informed global citizens. For more than 40 years this has been the driving force behind all that 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 learning!



## Our Strategy

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. The key focus in our strategic direction for 2017-2019 is to continue to offer the best education possible for our children. This needs to be sustainable. That is, 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 school systems, that meets or exceeds regulatory requirements and prepares our children for a complex and rapidly changing world.

Our strategy is articulated across six broad categories:

- Education
- Operations
- 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:**

- Clearly articulated shared beliefs and values that underpin the day-to-day thinking, planning and action for everyone in the school.
- A flexible, child-centred multi-age environment that mirrors life outside of school and enhances learning.
- A culture of inquiry and innovation, where creative exploration and independent learning are valued.
- An environment that supports our children to take responsibility for their own learning.

- Communications and opportunities that enable parents and staff to work 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.
- Invest in a responsive and purposeful continuing professional education for each staff member.
- Offer learning programs that 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, 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.
- Be 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.



## **Operations**

The business operations of the school have been impacted by external factors outside the control of the school over recent years. It is critically important for the sustainability of the school that operations are responsive to the current environment to achieve a reasonable profit each year, to pay down debt and to invest in the school assets.

## **Goal: To ensure the financial sustainability of the school.**

### **Key Performance Indicators:**

- Broaden the scope of operations to support an operating surplus.
- Invest in marketing to increase student numbers.
- Maintain and develop current and potential income streams separate to student fee income that maximises productive use of our resources.
- Maintain responsible management of debtors.
- Use surplus income in priority order to:
  - Continue to build provisions account.
  - Reduce debt.
  - Improve administration support.
  - Improve school assets.
- Maintain an active finance sub-committee.
- Seek grants for specific education-related projects.



## Governance

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

### **Goal 1: To maintain strong governance through a vibrant, purposeful and empowered School Council and active sub-committees.**

#### **Key Performance Indicators:**

- Regular Council meetings to monitor the development and implementation of all aspects of the strategic plan.
- Well documented and up-to-date school plans and policies that evidence the strategic direction of the school.
- Active sub-committees relevant to the priorities of the school.
- An up-to-date organisational chart.
- Documented succession planning.
- Regular communication with families and staff.

### **Goal 2: To fully comply with all mandatory government requirements.**

#### **Key Performance Indicators:**

- Responsive to the State and Federal Government standards for schools.
- Full implementation of the Australian Curriculum, Western Australian Curriculum, WA Kindergarten Curriculum Guidelines, National Early Years Learning Framework and the National Quality Standards.
- Participation in and response to the data available from mandated national assessments.



## 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:**

- A culture of collegial cooperation, collaboration and support among staff.
- A culture of respect and support between staff and parents.
- Strong teacher – student relationships based on mutual care and respect.
- Children's spirit of care and respect for each other in their relationships regardless of their age, gender or ethnicity.
- Families as active participants in our school community.

### **Goal 2: To maintain and create further partnerships with the wider community**

#### **Key Performance Indicators:**

- Maintain existing inter-school relationships; build relationships with high schools.

- Maintain and make best use of existing relationships with UWA, ECU.
- Maintain ongoing search of volunteer community and Alumni involvement in educational programs such as ‘Support a Reader’, and other projects benefitting the school.
- Provide opportunity for our children to give back to the community through philanthropy and volunteer work.



## Physical Resources

We will 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:

- Upgrade grounds elements that are important to the presentation of the school.
- Continue installing nature play elements to grounds and playgrounds in response to the community grounds plan.

### Goal 2: To improve and maintain our buildings and equipment

#### Key Performance Indicators:

- Maintain adequate provision of and access to information and communication technologies.
- Up to date administration computer systems.
- Buildings and furnishings maintained.



## 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: To attract, retain and develop the best possible teachers for our school.

#### Key Performance Indicators:

- Retain quality staff whose practice reflects the culture, values, philosophy and principles of the school.
- Teachers are highly committed to the continuous improvement of their own teaching practice.
- Professional learning is relevant and reflects the strategic direction of the school.
- Staff work together and have opportunity to learn from each other’s practices.

