

# School Strategic Plan 2022-2026

Merrivale Primary School (4215)



Submitted for review by Simon Perry (School Principal) on 03 April, 2023 at 10:31 AM

Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 03 April, 2023 at 01:58 PM

Endorsed by Linton Hall (School Council President) on 13 April, 2023 at 11:51 AM

# School Strategic Plan - 2022-2026

Merrivale Primary School (4215)

<p><b>School vision</b></p>	<p><b>Our Vision</b> Merrivale Primary School is a community that inspires lifelong learning, where every child has the opportunity to thrive in an inclusive, safe and engaging environment.</p> <p><b>Our Mission</b> <i>To develop each child to their full potential as literate and numerate citizens who are socially and emotionally aware.</i> <i>To provide a creative, inspiring and innovative curriculum, where students engage their curiosity and harness their many strengths and passions.</i> <i>To enable each child to achieve their full potential, to become lifelong learners and resilient human beings equipped for the challenges of life.</i> <i>To promote and foster respectful and healthy relationships.</i> <i>To strengthen belonging and connectedness to community and country.</i></p>
<p><b>School values</b></p>	<p><b>Respect</b> - <i>we take pride in how we treat each other, our belongings and our school environment</i> <b>Honesty</b> - <i>we tell the truth, are open to learning and listening in all conversations and interactions</i> <b>Kindness</b> - <i>we show kindness and care, we provide a safe environment for all members to be included and achieve their best</i> <b>Gratitude</b> - <i>we appreciate people and opportunities and are thankful</i></p>
<p><b>Context challenges</b></p>	<p>Merrivale Primary School is located in the Southwest coastal city of Warrnambool and is approximately 270 kilometers from Melbourne. The school was founded in 1924. Enrolment in 2023 is 197 students.</p> <p>When families enrol at Merrivale Primary School, they become part of a unique small school community, where relationships and partnerships are vital in all aspects of school life. This partnership between home and school is key to ensuring each child receives the best possible learning opportunities and education. The school culture and values of Respect, Honesty, Kindness and Gratitude are our way of being and leading, learning and teaching. A strong emphasis is placed on providing a settled classroom learning environment, with a focus on positive behaviours and mindsets for learning. Literacy and Numeracy is at the core of all learning for students.</p> <p>Our review found that MPS has created a very strong platform for growth and collaborative 'adult' learning. Our school strengths lie in our work around 'a culture refresh', a commitment and journey towards agreed and visible behaviours and values in our community.</p>

	<p>This culture journey is supported through norms and protocols being applied to all meetings and professional development activities, as well as through explicit development of resilience, self-regulation and respect in classrooms and interactions with others. A range of initiatives have enabled capacity building for staff and leadership opportunities for students, with a commitment to ensure all voices are heard and valued.</p> <p>The school is undertaking a major capital works program. Despite this disruption, students and staff have maintained co-operative and purposeful approaches to social interactions and learning activities. This will be monitored in year one of the SSP.</p> <p>MPS will look to develop a model for student voice and agency, as the review identified that students were very engaged and proud of the school but were not completely sure as to how they monitor their own learning more independently. The challenge is to engage students in exploring feedback and facilitate goal setting and monitoring to reflect on behaviours that are successful in reaching their targets. The percentage of students in the top two bands has increased over time and we need to continue to seek growth in students year 3-6. The review found that continuing to identify and respond to individual student's learning and emotional needs was an area for focus and challenge as communities change and adapt in an ever evolving society.</p> <p>A challenge for all school communities since the coronavirus pandemic is around mental health and wellbeing. MPS is one of several schools in and around Warrnambool partnering with Big Life and working within a cluster, and other community agencies, to build resilience and support the health and wellbeing of students, staff and families. Sharing resources from within and beyond the cluster of schools enables collaborative planning and professional support to be deployed and adapted to address the particular needs of each school. Big Life provides direct delivery of programs and support for children, as well as training, mentoring and modelling for teachers to build their capacity and confidence in addressing student wellbeing. We will continue to revise and rethink our health and wellbeing plans to integrate with the Big Life initiatives and to provide a consistent and wholistic approach to health and wellbeing for all students, staff and families. Regular and consistent tools and strategies for self-regulation, social interaction and emotional learning are explicitly incorporated into the teaching program and students are able to describe how this supports their learning.</p>
<p><b>Intent, rationale and focus</b></p>	<p>MPS will continue to focus on implementing improvement structures to ensure we are maximising learning growth for all students, while strengthening wellbeing, so that every child has an opportunity to thrive in an inclusive, safe and engaging environment.</p> <p>Focused work around team culture will continue to promote staff commitment to self-development and improvement in professional practice. We will enhance processes for effective Professional Learning Communities (Teaching Sprints). We will further embed norms and protocols deeper, and enriched collaboration by updating instructional models and a knowledge rich curriculum, to challenge and inspire our students. In the next phase of this SSP a precise focus on Literacy and Numeracy instructional models will take place, and approaches to professional reflection, practice and improvement becoming more collaborative.</p> <p>We will build staff capability to apply evidence-based literacy/numeracy teaching strategies with the support of the teaching partners. In 2022/2023, our school started our engagement with The Department of Education's Differentiated School Support Initiative</p>

(DSSI), led by our Regional Teaching Partner. This work is focused on the teaching of Reading and Structured Literacy. Explicit Teaching in Reading is work being embedded by staff in the Prep-2 area of the school, with supported professional learning and in classroom coaching. Prep-6 staff are also engaging in Literacy professional learning, focused on Formative Assessment, Explicit Teaching and Focused Classrooms.

This work will continue in 2023/2024 with an aim to improve and maintain learning growth from year 3 to year 5 in Reading and Numeracy. Among other actions we will:

- Investigate and implement evidence-based literacy/numeracy instructional practices
- Design differentiated professional learning programs based on evidence-based literacy/numeracy practices
- Refine processes for coaching, peer observations and monitoring impact of practices
- Refocus PLCs (Teaching Sprints) to build teacher capacity to implement and utilize formative assessment
- Develop and build capacity of emerging leaders of teaching and learning

Further enhance scope for:

- sharing teacher expertise
- prioritising meeting time to discuss student learning rather than administrative matters
- improved consistency
- more formalised pre and post assessment in numeracy, and strengthening approaches to spelling and writing

As a team we are clear we need consistent strategies for collecting and collating student data and applying these to lesson planning and teaching programs for individual student needs. Leadership team members and staff articulated a need for building teacher capacity and using multiple sources of data such as, moderation, triangulation and peer observation. Whilst many elements of assessment are in place, the school in this new plan will further look for scope in sharing teacher expertise, prioritising meeting time to discuss student learning, holding more formalised pre and post assessment in numeracy, and strengthening approaches to Reading and Spelling.

Continuing to identify and respond to individual student's learning and emotional needs was identified by the Review Panel as an enduring approach to improving student engagement. The school effectively activated physical and professional resources for student learning and wellbeing, with an emphasis on wellbeing. This will continue in this SSP. Big Life will continue to provide resources to all staff through their fortnightly Boosts with a focus on Zones of Regulation and enhancing positive mental health and wellbeing.

# School Strategic Plan - 2022-2026

Merrivale Primary School (4215)

<b>Goal 1</b>	Maximise learning growth for all students.
<b>Target 1.1</b>	By 2026, increase the percentage of Year 5 students meeting at above benchmark growth in: <ul style="list-style-type: none"> <li>• Reading, from a two-year moving average in 2021 of 65.2%, to at least 78%</li> <li>• Numeracy, from a two-year moving average in 2021 of 63.6% to 76%</li> </ul>
<b>Target 1.2</b>	By 2026, the percentage of Year 1-6 students assessed via teacher assessments against the Victorian Curriculum (VC) Levels F-10 as achieving at least one VC Level of learning progress in each school year will increase for: <ul style="list-style-type: none"> <li>• Reading and viewing from 66% in 2020/21 to 90%</li> <li>• Number and Algebra from 76% in 2020/21 to 90%</li> </ul>
<b>Target 1.3</b>	By 2026, the percentage endorsement on the School Staff Survey will increase for the Modules: <ul style="list-style-type: none"> <li>• Teaching and Learning implementation from 77% in 2021 to 90%</li> <li>• Teaching and Learning evaluation from 81% in 2021 to at least 90%</li> </ul>
<b>Target 1.4</b>	By 2026, the percentage endorsement of the student Attitudes to School Survey for Student voice and agency will increase from 52% in 2021 to at least 70%.
<b>Key Improvement Strategy 1.a</b> 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	Build capacity to collaborate for continuous improvement.

<p><b>Key Improvement Strategy 1.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Implement high impact PLC practices.</p>
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed and monitor impact of instructional models.</p>
<p><b>Goal 2</b></p>	<p>Strengthen the wellbeing of all students.</p>
<p><b>Target 2.1</b></p>	<p>By 2026, increase the percentage positive endorsement in the students' Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 60% in 2021 to at least 80%</li> <li>• Sense of connectedness from 65% in 2021 to at least 80%</li> <li>• Emotional awareness from 61% in 2021 to at least 80%</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2026, increase the percentage positive endorsement on the Parent Survey for</p> <ul style="list-style-type: none"> <li>• Parent community engagement (all factors) from 71% in 2021 to at least 85%.</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2026, increase the percentage endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement from 77% in 2021 to at least 85%</li> <li>• Trust in students and parents from 68% in 2021 to 85%.</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to</p>	<p>In partnership with the school community, build capacity to develop students' personal and social capabilities.</p>

strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement a wholistic and consistent approach to health and wellbeing.