

8886 Merbein P-10 College Strategic Plan 2016-2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Graeme Cupper 20/06/2016 [name].....[date][name].....[date]
School council: Andrew Nemtsas 20/06/2016 [name].....[date][name].....[date]
Delegate of the Secretary: Gary Weir..... date[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Merbein P-10 College aims to:</p> <p>a. Provide a friendly, caring, inclusive and respectful learning environment that enables students to achieve their personal best.</p> <p>b. Develop in students life-long learning skills which enable them to achieve their individual goals and make a positive contribution to the community.</p>	<p>In our college we show due regard for the feelings, wishes and rights of others.</p> <p>Respect: At Merbein P-10 College we show respect by:</p> <ul style="list-style-type: none"> Valuing the personal space and privacy of others Showing courtesy and always using appropriate language Treating all property with care Cooperating with reasonable requests and directions. Speaking to and treating others kindly Being friendly and welcoming to others Treating all members of our community and visitors with respect <p>Responsibility At Merbein P-10 College we demonstrate responsibility by:</p> <ul style="list-style-type: none"> Arriving to all classes on time and with correct equipment Allowing everyone to learn and allowing teachers to teach Listening when others are speaking Wearing correct school uniform every day Playing and moving around the school safely Maintaining a neat and tidy environment Helping others who look in need of assistance Maintaining a positive safe learning environment <p>Quality At Merbein P-10 College we demonstrate quality by:</p> <ul style="list-style-type: none"> Completing all tasks to the best of your ability Working hard, and displaying a positive attitude all times. Wearing uniform with pride Modelling positive behaviour Maintaining a positive and safe learning environment 	<p>Merbein P-10 College is located in a rural setting just outside of Mildura on the Murray River. Its students are drawn from surrounding horticultural and broad-acre farming land, the nearby township of Merbein and parts of the northern and western edges of Mildura. Many families have traditionally drawn their livelihood from the land, but are looking to alternative sources of income due to the effects of drought and changes in enterprises related to horticulture.</p> <p>The school facilities were significantly improved in the last Strategic Plan cycle when Stage 1 of a promised regeneration project was completed between 2010 and 2013. A change in State Government - and a shift in priorities - resulted in Stage 2 being delayed for several years. However the school community has continued to work hard to seek the funding needed to replace the ageing facilities that still remain.</p> <p>Despite these challenges, a collaborative and dedicated community effort has seen the establishment of successful new school serving students from Prep through to Year 10. A genuine sense of respect, inclusion and belonging is evident and the whole school community is very proud of what has been achieved.</p> <p>The school will continue to focus on the development of a learning environment characterised by high expectations, underpinned by the delivery of classroom instruction that is consistently of high quality across all classrooms and year levels. The data literacy of all teachers, including data collection and analysis techniques, will be strengthened to better inform teaching, goal-setting and monitoring of student learning progress.</p> <p>An increased emphasis will be placed on science, technology, engineering and mathematics (STEM) especially at the primary levels through the school's participation in the Primary Maths and Science Specialist program. The program will aim to deliver high quality professional learning for all primary teachers to build confidence and relevant pedagogical and curriculum knowledge.</p> <p>The School Wide Positive Behaviours Support (SWPBS) program will continue to support the of provision of a positive, inclusive and safe school culture based on agreed core values that supports all students</p>	<p>1. Excellence in teaching and learning</p> <p>Improvement Intent: Developing a shared understanding of quality educational pedagogy that is consistently implemented across the whole school and which achieves more effective differentiation in teaching practice.</p> <p>Rationale Effective teaching is the single biggest school-based factor that can influence student improvement. Building excellence in teaching and learning means teachers will be better prepared by having strong knowledge in their content areas, increased capacity to effectively use data plus the skills to utilise high-impact pedagogical strategies to improve student learning.</p> <p>Focus Excellence in teaching and learning – building practice excellence</p> <p>2. Curriculum Planning and Assessment *</p> <p>Improvement Intent: Improving the collection and effective use of data to drive planning, differentiation, to provide formative feedback, and to enable students to take greater responsibility for their learning</p> <p>Rationale Curriculum planning and assessment for learning have been shown to have a significant impact on student outcomes over time. Learners need information regarding how they are doing in order to improve. Parents and carers need information through timely and effective reporting to better support learners' needs. Teachers can increase their support of students by keeping track of students' progress and giving them feedback on how far they have come and what they can do to get better. Feedback and formative assessment work together to provide teachers and students with the information they need to understand if they are on-track. Teachers can also teach students how to evaluate their own learning with metacognitive strategies that allow students to self-regulate their learning.</p> <p>Focus Excellence in teaching and learning – curriculum planning and assessment</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																														
<p>Achievement Goal:</p> <p>To improve learning outcomes and learning growth of all students.</p>	<p>Excellence in teaching and learning - Building practice excellence</p> <p>Excellence in teaching and learning - Curriculum Planning and Assessment (use of data)</p>	<p>Establish and embed the Merbein P-10 Instructional Model of teaching and learning</p>	<p>Increase the proportion of students in the top 3 bands in Reading, Writing and Maths (based on NAPLAN 2015)</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>70% (64)</td> <td>70% (37)</td> <td>65% (53)</td> </tr> <tr> <td>Year 5</td> <td>60% (56)</td> <td>60% (28)</td> <td>60% (29)</td> </tr> <tr> <td>Year 7</td> <td>50% (36)</td> <td>50% (24)</td> <td>50% (30)</td> </tr> <tr> <td>Year 9</td> <td>45% (30)</td> <td>40% (25)</td> <td>50% (44)</td> </tr> </tbody> </table>		Reading	Writing	Numeracy	Year 3	70% (64)	70% (37)	65% (53)	Year 5	60% (56)	60% (28)	60% (29)	Year 7	50% (36)	50% (24)	50% (30)	Year 9	45% (30)	40% (25)	50% (44)										
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<p>Improve outcomes for Mathematics and English across all year levels.</p>	<p>Reduce the proportion of students achieving low growth in NAPLAN to 25% or lower compared to 2015 benchmarks.</p> <table border="1"> <thead> <tr> <th>2015</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>38%</td> <td>23%</td> <td>23%</td> </tr> <tr> <td>Year 7</td> <td>38%</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Year 9</td> <td>30%</td> <td>18%</td> <td>32%</td> </tr> </tbody> </table> <p>Increase the proportion of student achieving high growth to 25% or higher compared to 2015 benchmarks.</p> <table border="1"> <thead> <tr> <th>2015</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>23%</td> <td>8%</td> <td>0%</td> </tr> <tr> <td>Year 7</td> <td>15%</td> <td>15%</td> <td>10%</td> </tr> <tr> <td>Year 9</td> <td>17%</td> <td>18%</td> <td>21%</td> </tr> </tbody> </table>	2015	Reading	Writing	Numeracy	Year 5	38%	23%	23%	Year 7	38%	38%	38%	Year 9	30%	18%	32%	2015	Reading	Writing	Numeracy	Year 5	23%	8%	0%	Year 7	15%	15%	10%	Year 9	17%	18%	21%
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<p>Improve assessment and reporting practices with a focus on the collection of use of data to drive planning, differentiation, and provide formative feedback to enable students to take greater responsibility for their learning.</p>	<p>Teacher Judgement: Increase to 20% or higher the proportion of students achieving A and B (AusVELS/Vic Curriculum)</p> <table border="1"> <thead> <tr> <th>2015</th> <th>Reading</th> <th>Writing</th> <th>S&L</th> <th>Number</th> <th>Measurement</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>4%</td> <td>4%</td> <td>0%</td> <td>12%</td> <td>8%</td> </tr> <tr> <td>Year 5</td> <td>17%</td> <td>17%</td> <td>0%</td> <td>11%</td> <td>17%</td> </tr> <tr> <td>Year 7</td> <td>19%</td> <td>11%</td> <td>11%</td> <td>1%</td> <td>1%</td> </tr> <tr> <td>Year 9</td> <td>20%</td> <td>6%</td> <td>6%</td> <td>9%</td> <td>5%</td> </tr> </tbody> </table>	2015	Reading	Writing	S&L	Number	Measurement	Year 3	4%	4%	0%	12%	8%	Year 5	17%	17%	0%	11%	17%	Year 7	19%	11%	11%	1%	1%	Year 9	20%	6%	6%	9%	5%		
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			<p>Student opinion of teacher effectiveness and stimulating learning to be at or above the following scores (based in 2015 data):</p> <p>Teacher Effectiveness Primary (5-6) = 4.4 (4.2); Secondary (7-10) = 3.8 (3.7)</p> <p>Stimulating Learning Primary (5-6) = 4.2 (4.1); Secondary (7-10) = 3.3 (3.2)</p>																														
<p>Engagement Goal:</p> <p>Ensure all students are engaged in their learning and achieving success.</p>	<p>Professional Leadership – Building Leadership Teams</p>	<p>Further develop a collaborative and distributed leadership structure by strengthening the capabilities of leading teachers and instructional leaders through professional learning, coaching and feedback.</p>	<p>Staff Opinion Survey</p> <p>Professional Learning: School level support = 70% (2014 PL Module= 57%)</p> <p>School Leadership:</p> <ul style="list-style-type: none"> Supports staff to grow and improve: 80% (2015=74%) <p>School Climate</p> <ul style="list-style-type: none"> Collective Efficacy: 75% (58), Academic Emphasis: 70% (51), 																														
		<p>Improve student engagement by using our current Professional Learning Team culture to implement a program of structured, needs-based professional learning (including peer observation and moderation) to build capability to use evidence-based improvement strategies and formative feedback</p>	<p>Parent Survey 2015 (General Satisfaction:: increase from 5.5 to 5.7)</p> <p>Student Opinion:</p> <p>Connection to school! (see below)</p> <p>Student motivation 2015</p> <p>Primary (5-6) = 4.7 (4.5); Secondary (7-10) = 4.4 (4.2)</p> <p>Learning confidence (2015)</p> <p>Primary (5-6) = 4.2 (4.0); Secondary (7-10) = 3.9 (3.7)</p>																														
		<p>Increase the school's capacity to use student voice and feedback to improve student engagement in their learning.</p>	<p>Learning Confidence (see above)</p> <p>Teacher Effectiveness (see above)</p>																														



<p>Wellbeing Goal:</p> <p>Provide a positive, inclusive and safe culture based on agreed core values that supports all students.</p>	<p>Positive climate for learning – Setting expectations and promoting inclusion</p>	<p>Build whole-school capacity to enhance the School Wide Positive Behaviours Support (SWPBS) program</p>	<p>Targets – based on 2015 ATS data</p> <p><u>Connection to School</u> Primary (5-6) = 4.3 (4.0) ; Secondary (7-10) = 3.9 (3.7)</p> <p><u>Connection to Peers:</u> Primary (5-6) =4.2 (3.7); Secondary (7-10) = 4.2 (4.0)</p> <p><u>Student Safety</u> Primary (5-6) = 4.3 (3.8); Secondary (7-10) = 4.5 (4.3)</p> <p><u>Classroom Behaviour</u> Primary (5-6) = 3.3 (2.6); Secondary (7-10) = 3.1 (2.9)</p> <p><u>Student Morale</u> Primary (5-6) = 5.6 (5.3); Secondary (7-10) = 5.1 (4.9)</p>
		<p>Provide an inclusive and supportive environment that promotes the wellbeing and learning needs of all students</p>	
		<p>Improving the stages of transitions to support the learning of students with additional needs (including high-achieving students).</p>	

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