

School Strategic Plan 2023-2027

Merbein P-10 College (8886)



Submitted for review by Chris Grimmer (School Principal) on 02 February, 2024 at 11:59 AM

Endorsed by Andrew Ough (Senior Education Improvement Leader) on 05 February, 2024 at 09:38 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2023-2027

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<p>School vision</p>	<p>Merbein P-10 College’s vision is to provide a safe, supportive learning community that enables students to become life-long learners and socially responsible citizens.</p>
<p>School values</p>	<p>Merbein P-10 College’s values are:</p> <p>Quality Seek to accomplish worthy and admirable deeds, try hard, and pursue excellence in all endeavours.</p> <p>Responsibility Be accountable for one’s own actions, resolve differences in constructive and peaceful ways, contribute to society and to civic life, take care of the environment.</p> <p>Respect Treat others with consideration and regard, respect another person’s point of view, property and physical and social wellbeing.</p> <p>Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.</p>
<p>Context challenges</p>	<ul style="list-style-type: none"> * Workforce constraints such as staff availability/shortage and staff absence significantly impact the school's operation. * Catering for the ever increasing number of neurodivergent students enrolled across our P-10 year levels. * Documenting and implementing tiered and responsive approaches to support all students’ learning and wellbeing. * Providing the high level of social/emotional support required by an increasing number of students across the college. * Continuing to develop teachers’ and leaders’ capability to track and monitor students’ individual learning growth, and to respond effectively through quality differentiated practice.
<p>Intent, rationale and focus</p>	<p>As a teaching team we intend to develop a more thorough understanding of student learner agency and consistently embed quality practice across the school. We also aim to continue the progress we have made to use data and evidence to drive our teaching practice and further embed high-impact, evidence-informed instructional approaches to improve student learning outcomes across the college.</p> <p>We aim to further the opportunities for the community to partner with the school and enhance the extensive connections we have made with various agencies to support student wellbeing. Our intent is to further enhance our proactive mental health approaches and multi-tiered support systems to contribute to greater levels of student wellbeing.</p>

	<p>The following body of work will be prioritised over the four years of our strategic plan:</p> <ul style="list-style-type: none">* Strengthen teacher knowledge and practice to provide opportunities for student choice, voice and agency across curriculum areas and learning tasks (Years 3-4)* Further embed collaborative, evidence informed instructional approaches which reflect the needs of all students (Years 1-2)* Build a culture of high expectations around teaching and learning for both staff and students (Years 1-4)* Establish multi-tiered systems of support that enhance student wellbeing, engagement and inclusion (Years 1-3)* Embed positive and proactive mental health approaches across the school (Years 1-4)* Further the school community's opportunity to be active partners in the learning and development of their children. (Years 1-2)
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Goal 1	To improve the learning growth of every student.
Target 1.1	<p>NAPLAN</p> <p>NAPLAN targets to be confirmed.</p> <p>For reference:</p> <p>By 2027, increase the percentage of Year 3 students in the NAPLAN exceeding or strong proficiency levels in</p> <ul style="list-style-type: none">• Reading from 43% (2023) to 63% (63% the similar schools % in 2023)• Writing from 66% (2023) to 74% (74% the similar schools % in 2023)• Numeracy from 54% (2023) to 63% (63% the similar schools % in 2023) <p>By 2027, increase the percentage of Year 5 students in the NAPLAN exceeding or strong proficiency levels in</p> <ul style="list-style-type: none">• Reading from 63% (2023) to 71% (71% the similar schools % in 2023)• Writing from 58% (2023) to 64% (64% the similar schools % in 2023)• Numeracy from 54% (2023) to 62% (62% the similar schools % in 2023) <p>By 2027 maintain or increase the percentage of Year 7 students in the NAPLAN exceeding or strong proficiency levels in</p> <ul style="list-style-type: none">• Reading at 57% (2023) (58% the similar schools % in 2023)• Writing at 61% (2023) (49% the similar schools % in 2023)• Numeracy at 66% (2023) (55% the similar schools % in 2023) <p>By 2027 maintain or increase the percentage of Year 9 students in the NAPLAN exceeding or strong proficiency levels in</p> <ul style="list-style-type: none">• Reading at 59% (2023) (53% the similar schools % in 2023)• Writing at 56% (2023) (48% the similar schools % in 2023)• Numeracy at 53% (2023) (51% the similar schools % in 2023)

<p>Target 1.2</p>	<p>School Staff Survey</p> <p>By 2027, increase the percentage of positive responses on the School Staff Survey for the.</p> <ul style="list-style-type: none"> • Understand how to use data factor from 68% (2023) to 73%. • Academic emphasis factor from 54% (2023) to 60%.
<p>Target 1.3</p>	<p>Attitudes to School Survey</p> <p>By 2027, increase or maintain the percentage of positive responses on the student Attitudes to School Survey for:</p> <p>Years 4 to 6:</p> <ul style="list-style-type: none"> • Student voice and agency from 57% (2023) to 65%. • Teacher concern factor at or above 73% (2023). <p>Year 7 to 10:</p> <ul style="list-style-type: none"> • Student voice and agency factor from 38% (2023) to 46%. • Teacher concern factor from 34% (2023) to 42%. • Differentiated learning challenge factor from 58% to 65%.
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen teacher knowledge and practice to provide opportunities for student choice, voice and agency across the curriculum.</p>
<p>Key Improvement Strategy 1.a</p>	

<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.a 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</p>	
<p>Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further embed collaborative, high-impact, evidence-informed instructional approaches that reflect the needs of all students.</p>
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared</p>	

<p>goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build a culture of high expectations around teaching and learning for both staff and students.</p>
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.c 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</p>	
<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to</p>	

strengthen students' participation and engagement in school	
Goal 2	Enhance student engagement, wellbeing and connectedness to school.
Target 2.1	By 2027, maintain the percentage of positive responses to the School Staff Survey factor Parent and community involvement at or above 61% (2023).
Target 2.2	Parent, Caregiver and Guardian Opinion Survey By 2027, increase the percentage of positive responses to PCGOS factor Parent/carer/guardian involvement from 65% (2023) to 70%.
Target 2.3	Attendance By 2027, reduce the percentage of students with 20 or more days of absence for. <ul style="list-style-type: none"> • Year 4 to 6 from 47% (2022) to 42%. • Year 7 to 10 from 58% (2022) to 53%.
Target 2.4	Attitudes to School Survey. By 2027, increase the percentage of positive responses on the student Attitudes to School Survey for: <ul style="list-style-type: none"> • Sense of Connectedness (Year 7 to 10) from 47% (2023) to 52%. • Resilience (Year 4 to 6) from 61% (2023) to 68%. • Resilience (Year 7 to 10) from 68% (2023) to 70%.

<p>Key Improvement Strategy 2.a 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</p>	<p>Establish multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.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</p>	<p>Embed positive and proactive mental health approaches across the school.</p>
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to</p>	

<p>support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.c 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</p>	<p>Further the school community's opportunity to be active partners in the learning and development of their children.</p>
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	