

School Strategic Plan 2019-2023

Merbein P-10 College (8886)



Submitted for review by Chris Grimmer (School Principal) on 19 March, 2020 at 05:03 PM

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School vision	<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>
School values	<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>Context challenges</p>	<p>Merbein P-10 College is located in north-west Victoria 550 kilometres from the Melbourne Central Business District and approximately 11 kilometres from the regional city of Mildura. The college provides both primary and secondary education for students residing in Merbein and the west side of Mildura. The college commenced as a P-10 college in 2010 following the merger of three primary schools, Merbein Primary School, Merbein South Primary School and Merbein West Primary School with Merbein Secondary College. The college commenced at its present site in January 2011 and moved into new buildings in November 2012. The college grounds include grassed and hard surface play areas. There is a large shade structure over netball and basketball courts and shaded adventure playgrounds. The primary blocks enable flexible open learning spaces. Secondary classes are housed in new facilities and within the former secondary college building. There is a library, gymnasium, two art rooms, a music room, science laboratories, specialist facilities for classes in food, metal, wood, textiles, STEM (Science, Technology, Engineering and Mathematics) and a recently completed Arts and Technology centre. The college has a flexible learning options (FLO) program housed in renovated flexible classroom spaces.</p> <p>Enrolments at the time of the review were approximately 752.4 students comprising 229.4 primary students and 523 secondary students. Over the past four years, enrolments increased by approximately 175 students.</p> <p>The Student Family Occupation (SFO) index was 0.5845 and the Student Family Occupation Education (SFOE) index was 0.5121 in 2018-19.</p> <p>The staffing profile of Merbein P-10 College includes a Principal and two Assistant Principals and 51.7 full time equivalent (FTE) teachers including two learning specialist and six leading teachers. There are 22.9 FTE Education Support (ES) staff and office administration staff.</p> <p>The college provides an approved curriculum framework aligned to the Victorian Curriculum for Years Foundation to 10. Secondary students study core and elective subjects. Vocational Education and Training in Schools (VETiS) programs and workplace learning opportunities may be taken by Year 10 students. There is a flexible learning options (FLO) program that provides a personalised curriculum that enables students to learn in small groups with an aim to engage students in their learning and provide additional support.</p> <p>The college has a wellbeing team with two social workers and a behaviour specialist. The team supports students and families through early intervention and case management. There is a Doctor in Schools program. A breakfast club operates daily and an out of school hours program, run by qualified staff, is available after school. The college provides a range of extra-curricular activities</p>

	including sport, camps, performances, music, and a China Exchange program for Year 10 students.
Intent, rationale and focus	<p>As a college we will continue to maximise the learning growth of every student. Over the previous review period student outcomes in literacy and numeracy showed that academic outcomes in NAPLAN benchmark growth Years 3 to 5 in reading, numeracy and writing and Years 7-9 for reading had trended down. Classroom observations and discussions with students and teachers showed that further work to embed the college instructional model and collaborative analysis of data to plan differentiated teaching and learning were areas for future focus to ensure this trend is addressed.</p> <p>Our aim in coming years is to increase our ability to empower all students to be active learners. In evaluating the FISO dimension, Empowering students and building school pride, it was clear that the school had made progress to embed student voice, agency and leadership and was overall at the evolving stage. Staff, students and classroom observations showed that the extent that voice and agency was activated in learning was inconsistent. It was determined that there was scope to empower students as active learners through voice and agency in teaching and learning and provision of opportunities for leadership which is why this will be important work during the 2020-2023 period.</p> <p>To build a positive and consistent climate for learning will continue to be a focus of our work during the next strategic period. The college has had a focus on School Wide Positive Behaviour Support and processes to fully embed the steps for tier 1 and so further professional learning and embedding consistent processes will be future work. In addition to this, attendance data showed an increase in absences over the recent review period which is why a focus on building a positive and consistent climate for learning is essential work.</p>

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Goal 1	To maximise the learning growth of every student
Target 1.1	<p>By 2023 increase the percentage students achieving above benchmark growth on NAPLAN for:</p> <ul style="list-style-type: none">• Year 5 Reading from 17% to 24%• Year 5 Writing from 11% to 19%• Year 5 Numeracy from 4% to 18%• Year 9 Reading from 21% to 24%• Year 9 Writing from 18% to 20%• Yera 9 Numeracy from 21% to 25%
Target 1.2	<p>By 2023 increase the percentage of Year 7 matched cohort students (who attended the Merbein primary area for at least Year 6) achieving above benchmark growth on NAPLAN reading, writing and numeracy:</p> <ul style="list-style-type: none">• Reading from 24% (2019) to 25%• Writing from 29% (2019) to 30%• Numeracy from 28% (2019) to 31%
Target 1.3	<p>By 2023 increase the percentage in the top two NAPLAN bands for:</p> <ul style="list-style-type: none">• Year 3 Reading from 44% (2019) to 46%• Year 3 Writing from 29% (2019) to 40%• Year 3 Numeracy from 37% (2019) to 40%• Year 5 Reading from 11% (2019) to 30%

	<ul style="list-style-type: none"> • Year 5 Writing from 3% (2019) to 11% • Year 5 Numeracy from 11% (2019) to 20% • Year 9 Reading from 13% (2019) to 18% • Year 9 Writing from 5% (2019) to 9% • Year 9 Numeracy from 15% (2019) to 20%
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Develop teacher capability to embed agreed literacy strategies across each key learning area
Key Improvement Strategy 1.b Building practice excellence	Build teacher capability to embed the agreed instructional model
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build data literacy to inform collaborative planning in teams for differentiated teaching and learning
Key Improvement Strategy 1.d Building practice excellence	Action Plan to accelerate improvement
Goal 2	To empower all students to be active learners
Target 2.1	By 2023 improve the percentage of positive responses to the Attitudes to School Survey. <ul style="list-style-type: none"> • Stimulated learning (Years 4-6) from 71% to 85% • Student voice and agency (Years 4-6) from 57% to 80% • Differentiated learning challenge (Years 4-6) from 77% to 85% • Sense of confidence (Years 4-6) from 70% to 85% • Stimulated learning (Years 7-10) from 61% to 70%

	<ul style="list-style-type: none"> • Student voice and agency (Years 7-10) from 51% to 65% • Differentiated learning challenge (Years 7-10) from 64% to 70% • Sense of confidence (Years 7-10) from 64% to 70%
Target 2.2	<p>By 2023 improve the percentage of positive responses on the School Staff Survey – Climate module:</p> <ul style="list-style-type: none"> • Academic emphasis from 59.9% (2019) to 65% • Collective efficacy from 66.7% (019) to 70% • Teacher collaboration from 66.2% (2019) to 70%.
Key Improvement Strategy 2.a Empowering students and building school pride	Build student voice and agency in their learning
Key Improvement Strategy 2.b Building practice excellence	Develop teacher and student capability to give and receive feedback to improve teaching and learning
Key Improvement Strategy 2.c Empowering students and building school pride	Develop students as leaders
Goal 3	To build a positive and consistent climate for learning
Target 3.1	<p>By 2023 improve the percentage of positive responses to the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Managing bullying (Years 4-6) from 65% to 80%

	<ul style="list-style-type: none"> • Managing bullying (Years 7-10) from 61% to 70% • Effective class behaviour (Years 4-6) from 65% to 80% • Effective class behaviour (Years 7-10) from 61% to 70% • Teacher concern (Years 4-6) from 61% to 80% • Teacher concern (Years 7-10) from 50% to 65% • Sense of connectedness (Years 4-6) from 69% to 80% • Sense of connectedness (Years 7-10) from 62% to 70%
Target 3.2	<p>By 2023 reduce the average absence days per student:</p> <ul style="list-style-type: none"> • F-6 from 18.84 days (2018) to 17 days • Years 7-10 from 23.5 days (2018) to 22 days.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed consistent processes to promote high expectations for learning and behaviour
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Implement attendance processes with rigour and fidelity