

# School Strategic Plan 2022-2026

Manorvale Primary School (5091)



Submitted for review by Helen Watson (School Principal) on 30 November, 2022 at 11:18 AM  
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# School Strategic Plan - 2022-2026

Manorvale Primary School (5091)

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| <b>School vision</b>      | Manorvale Primary School's purpose is to develop aspirational and optimistic students who have the academic and social foundations to become responsible citizens. Our vision is to build strong foundations for academic and social learning. Our mission is to develop aspirational and optimistic students who have the academic and social foundations to become responsible citizens.  |
| <b>School values</b>      | Our school values are: <ul style="list-style-type: none"><li>- We are respectful</li><li>- We are responsible</li><li>- We are caring</li><li>- We are aspiring</li></ul>   |
| <b>Context challenges</b> | <p>The current enrolment is 303 students. 54% disadvantage and equity funding. 5% of students are indigenous. 9 students (3%) living in Out of Home Care. 31% of students come from EAL backgrounds. Community mental health issues, trauma, family violence and cost of living are current challenges for our families in our community. Currently enrolments are declining and staff recruitment is difficult.</p> <p>AEDC data indicates that between 2018- 2021 there has been little change in Prep students being 'on track' in their first year of school. Language and cognitive skills indicate that there has been a decrease in students who were 'on track'. To address the very low entry standards of our students the school has needed to invest heavily in the use of speech pathologists and occupational therapists. The rise in domestic violence and referrals to DFFH is very significant and indicates the pressures that students face. Attitudes to school survey data indicates that students in upper primary levels expressed a decreasing sense of connectedness and student voice and agency.</p> <p>After a period of remote and flexible learning, the school community wish to reinvigorate community engagement and communication through open classrooms, multicultural events and learning opportunities that involve families. The school has reinvigorated existing wellbeing programs to create consistent structures and routines to soothe the nervous system and support student learning and wellbeing. Surveys and School Review findings indicate that work needs to be done to ensure that all staff believe that all students can achieve and are aspirational and ambitious for our students.</p> |

## Intent, rationale and focus

The school's purpose is to 'develop aspirational and optimistic students who have the academic and social foundations to become responsible citizens'.

Our priority for the next four years, as highlighted throughout the review process, is to continue to focus on the following areas in our new School Strategic Plan:

\*Maximise the learning attainment of every student in literacy and numeracy.

- There is opportunity to improve the use of data to inform point of need teaching, to differentiate and sufficiently challenge and extend students in their learning. We also need to develop and embed processes to reflect the PLC Inquiry Cycle, ensure a clear line of sight between school and individual performance and development plans and develop consistency of practice throughout the school.

\*Empower all students to become confident and self-reliant learners.

- Empower students through experiences which may not normally be accessed (eg. VHAP, Challenge and Enrichment series, NGV Access Program, Ecolinc etc, Smith Family initiatives).

- It is essential that we continue to develop the behaviours, dispositions and learning environments that are conducive to student voice, agency and leadership.

\*Optimise wellbeing outcomes for every student.

- Our work in this area is aimed to establish and embed an agreed schoolwide approach to student wellbeing and inclusion. It is important to develop our understanding and approach to inclusivity and work with the community to develop productive partnerships to maximise student learning and wellbeing. We will use data to inform a multi-tiered system of support for student wellbeing.

We will be prioritising the following areas under the School Strategic Plan:

- Developing a culture of high expectations of learning and teaching
- Developing consistent practice across the school
- Focusing on engagement practices to improve student attendance
- Enhancing Student Voice and Agency that drives student learning (goal setting and measuring, students knowing and measuring achievement)
- Differentiating and providing point of need everyday for every student
- Ensuring the link between Learning and Wellbeing is embedded into the school culture (FISO 2)
- Increasing the data literacy capability of all teachers
- Commencing transition to Disability Inclusion processes to be fully compliant by 2026
- Celebrating diversity within the school and wider community.



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| <b>Goal 1</b>     | Maximise the learning attainment of every student in literacy and numeracy.   |
| <b>Target 1.1</b> | By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN: <ul style="list-style-type: none"><li>• Reading from 31 per cent in 2021 to 41 per cent</li><li>• Writing from 24 per cent in 2021 to 31 per cent</li><li>• Numeracy from 24 per cent in 2021 to 34 per cent.</li></ul>   |
| <b>Target 1.2</b> | By 2026, increase the percentage of Year 5 students in the top two bands of NAPLAN: <ul style="list-style-type: none"><li>• Reading from 36 per cent in 2022 to 42 per cent</li><li>• Writing from 8 per cent in 2022 to 20 per cent</li><li>• Numeracy from 11 per cent in 2022 to 21 per cent.</li></ul>  |
| <b>Target 1.3</b> | By 2026, increase the number of Foundation to Year 6 students working at or above the expected level against the Victorian Curriculum (semester 2 to semester 2): <ul style="list-style-type: none"><li>• Reading and Viewing from 62 per cent in 2021 to 70 per cent</li><li>• Writing from 57 per cent in 2021 to 65 per cent</li><li>• Number and Algebra from 63 per cent in 2021 to 71 per cent.</li></ul> |

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| <b>Target 1.4</b>  | <p>By 2026, increase the percentage positive endorsement in the School Staff Survey (SSS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 66 per cent in 2021 to 75 per cent</li> <li>• Collective efficacy from 64 per cent in 2021 to 75 per cent</li> <li>• Instructional leadership from 69 per cent in 2021 to 78 per cent</li> <li>• Teacher collaboration from 53 per cent in 2021 to 63 percent</li> <li>• Leading change from 68 per cent in 2021 to 78 per cent</li> <li>• Understand how to analyse data from 76 per cent in 2021 to 84 per cent.</li> </ul> |
| <b>Key Improvement Strategy 1.a</b><br>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 | Embed the PLC approach to improve teaching and learning practice and measure the impact on student learning outcomes.   |
| <b>Key Improvement Strategy 1.b</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                            | Document, refine and embed an agreed instructional model for literacy and numeracy.   |
| <b>Key Improvement Strategy 1.c</b><br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities          | Build and embed staff data literacy and assessment capability to inform point of need teaching.   |
| <b>Goal 2</b>  | Empower all students to become confident and self-reliant learners.   |

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| <b>Target 2.1</b>   | <p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factor:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 59 per cent in 2021 to 67 per cent.</li> </ul>  |
| <b>Target 2.2</b>   | <p>By 2026, increase the proportion of positive response scores on AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 69 per cent in 2021 to 75 per cent</li> <li>• Stimulated learning from 69 per cent in 2021 to 75 per cent</li> <li>• Student voice and agency from 63 per cent in 2021 to 75 per cent.</li> </ul> |
| <b>Target 2.3</b>   | <p>By 2026, increase the percentage positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Stimulating learning environment from 76 per cent in 2021 to 85 per cent</li> <li>• Student voice and agency from 74 per cent in 2021 to 82 per cent.</li> </ul>  |
| <b>Key Improvement Strategy 2.a</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school     | Develop and embed teacher knowledge and understanding of student voice and learner agency.   |
| <b>Key Improvement Strategy 2.b</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks.   |

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| <p><b>Key Improvement Strategy 2.c</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Build student capacity to set challenging learning goals and monitor their own growth.</p>  |
| <p><b>Goal 3</b></p>  | <p>Optimise wellbeing outcomes for every student.</p>  |
| <p><b>Target 3.1</b></p>  | <p>Decrease the percentage of Foundation to Year 6 students who are absent for:</p> <ul style="list-style-type: none"> <li>• 10 to 19.5 days from 20 per cent in 2021 to 16 per cent</li> <li>• 20 to 29.5 days from 11 per cent in 2021 to 8 per cent</li> <li>• 30 plus days from 13 per cent in 2021 to 10 per cent.</li> </ul>   |
| <p><b>Target 3.2</b></p>  | <p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Emotional awareness &amp; regulation from 76 per cent in 2021 to 84 per cent</li> <li>• Teacher concern from 75 per cent in 2021 to 83 per cent</li> <li>• Effective classroom behaviour from 75 per cent in 2021 to 83 per cent</li> <li>• Sense of inclusion from 89 per cent in 2021 to 93 per cent.</li> </ul> |
| <p><b>Target 3.3</b></p>  | <p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the factor of:</p> <ul style="list-style-type: none"> <li>• Managing bullying from 78 per cent in 2021 to 85 per cent.</li> </ul>  |
| <p><b>Key Improvement Strategy 3.a</b></p>  | <p>Embed a whole-school multi-tiered system of support to inclusion, wellbeing and engagement.</p>   |



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| <p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>  |   |
| <p><b>Key Improvement Strategy 3.b</b><br/> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | <p>Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning and wellbeing needs of students who require universal, targeted or intensive instruction/intervention.</p> |