

School Strategic Plan 2022-2026

Meredith Primary School (1420)



Submitted for review by Lachlan Day (School Principal) on 25 October, 2022 at 02:46 PM

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School vision	<p>At Meredith Primary School we strive to live up to our motto of "Achieving Together" by creating an environment that is supportive and safe to our students and families. Our four school values of Respect, Resilience, Pride and Excellence drive the expectations within the school and our school community. All children are valued and are given a range of experiences that will empower them to become life-long learners.</p> <p>Meredith Primary School maintains its commitment to a two hour daily Literacy block and a one hour daily Numeracy block consistently across Foundation to Year 6. This dedicated three hours is to ensure that we, as a whole school, maintain our focus on improving Literacy and Numeracy outcomes for all students. The students have access to a wide range of Information and Communication Technologies (ICT) including iPads and Netbook computers and use these devices for a clear learning purpose. Community involvement in the school is strongly encouraged and valued as an important component of the school and its improvement. Parents are welcome and encouraged to participate in school activities where appropriate and to become partners with teachers in developing positive educational outcomes for the children.</p>
School values	<p>At Meredith Primary, all children are valued and are provided with opportunities in a safe, nurturing environment that will empower them to become life-long learners. We strive to have our parents, teachers and community members actively involved in children's learning.</p> <p>Meredith Primary School's values of respect, resilience, excellence and pride support the focus on the learning and development of every student so they will be; resilient learners, responsible citizens, creative thinkers and reflective and well-developed individuals. We provide a happy, caring and safe environment that promotes an enthusiasm for life-long learning; maximising and celebrating individual and collective achievement. We create a learning environment where students are encouraged to work co-operatively with others. We encourage children to respect one another by valuing diversity within the school and the wider community. Our educational practices are evidence based and aim to engage each child in a culturally rich, challenging and contemporary curriculum. We value the use of innovative tools for our children's learning in a dynamic and technological world. We promote strong home-school partnerships, and seek ways to involve, and be involved in, the wider community. We strive to have a school that is inclusive, welcoming and supportive of all children's learning.</p> <p>The school runs a variety of extra curricula activities including an intensive swimming program in Term 4 and a variety of other excursions throughout the year. We are a part of the Moorabool Valley Association which encompasses four like sized school's that enable our students to participate in camps from Grade's 3-6. We are a part of the Flinders District Athletics program which provides our students to participate in sporting and athletic experiences with a larger cohort of peers. The school's specialist program includes Visual and Performing Arts, Physical Education and Health, STEM and LOTE. The school also offers an Out of School Hours Care Program for families both Before and After School Care.</p>

<p>Context challenges</p>	<p>Meredith Primary School is a rural school located on the Midland Hwy, midway between Geelong and Ballarat. The school's 2022 enrolment is 61 students with 3 home groups including Foundation/1 Class, Year 2/3/4 class, and a Year 5/6 class. There is 3 full time teaching staff, 2 part time teaching staff, 3 Education Support Staff and a Business Manager. In 2022 our staffing profile included a Disability Inclusion/Tutor teaching staff member out of the classroom working on specific student learning supports and teacher development/supports. Disability Inclusion and Tutor Learning Initiative funding through the SRP has allowed Meredith PS to expand its staffing profile in 2022 to include these additional supports for students and staff.</p> <p>The key directions for Meredith Primary School for the Strategic Plan are:</p> <ul style="list-style-type: none"> - Increased data literacy of staff to track all student growth and provide targeted support for students below the expected standards - Improving the consistent development of Education Improvement Plans (EIPs) as appropriate - Monitoring of student attendance and continue to use the wellbeing team to engage with families and carers - Continuing to build partnerships with parents and carers - Developing and implement a schoolwide response to the Marrung Aboriginal Education Plan - Continuing focus on inclusion and respect - Strengthening whole school voice and agency.
<p>Intent, rationale and focus</p>	<p>Meredith Primary School will be prioritising the following within this Strategic Plan:</p> <ul style="list-style-type: none"> - Continuing the development of data literacy to strengthen all students literacy and numeracy outcomes - Clearly defining staff roles and responsibilities - Continuing to strengthen accountability strategies for planning and reporting - Implementing and embedding peer observations and feedback program for all staff - Unpacking and developing a greater understanding of the proficiencies within the Victorian Curriculum of understanding, fluency, problem solving and reasoning - Developing a whole school approach to spelling - Continuing the development of writing rubrics for moderation/goal setting - Continuing the development of visible learning goals for each student within the classroom - Strengthening of whole school student voice and agency. <p>Meredith Primary School will be prioritising the above key areas as these were identified as areas of growth in the school review process in 2022. The importance of the above key priorities for Meredith Primary School is to continue to strengthen all student learning growth in literacy and numeracy, embed inclusion and wellbeing practices to ensure all students will feel supported and engaged in their learning.</p>

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Goal 1	Maximise the learning growth of every student.
Target 1.1	By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading from 75% (2019-2021 average) to 80% (2023-2026 average)• Writing from 63% (2019-2021 average) to 75% (2023-2026 average)• Numeracy from 85% (2019-2021 average) to 90% (2023-2026 average)
Target 1.2	By 2026, increase the percentage of students achieving in the top two NAPLAN bands in: Year 3 <ul style="list-style-type: none">• Reading from 62% (2019-2022 average) to 65% (2023-2026 average)• Writing from 44% (2019-2022 average) to 50% (2023-2026 average)• Numeracy from 21% (2019-2022 average) to 35% (2023-2026 average) Year 5 <ul style="list-style-type: none">• Reading from 38% (2019-2022 average) to 45% (2023-2026 average)• Writing from 20% (2019-2022 average) to 35% (2023-2026 average)• Numeracy from 25% (2019-2022 average) to 35% (2023-2026 average)
Target 1.3	By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors:

	<ul style="list-style-type: none"> • Academic emphasis from 59% (2019- 2021 average) to 75% (2023 – 2026 average) • Collective efficacy from 72% (2019 – 2021 average) to 80% (2023 – 2026 average)
Target 1.4	<p>By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading from 84% (2019-2022 average) to 90% (2023-2026 average) • Writing from 71% (2019-2022 average) to 80% (2023-2026 average) • Numeracy from 79% (2019-2022 average) to 85% (2023-2026 average)
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop and embed whole school collaborative approaches to curriculum planning and instructional approaches.
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	Develop a consistent approach to assessment to inform differentiated learning and track progress.
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	Embed a culture of professional learning and collaboration.
Goal 2	Strengthen student wellbeing and learner agency.

Target 2.1	<p>By 2026, increase the percent positive response scores on AtoSS for Years 4-6 for the following factors:</p> <ul style="list-style-type: none"> • Perseverance from 69% (2019-2022 average) to 80% (2023-2026 average) • Sense of confidence from 81% (2019-2022 average) to 85% (2023-2026 average) • Student voice and agency from 70% (2019-2022 average) to 80% (2023-2026 average)
Target 2.2	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the student development module from 86% (2019-2021 average) to 89% (2023-2026 average).</p>
Target 2.3	<p>By 2026, decrease the percentage of students with 20+ days absence from 44% (2021) to 24%.</p>
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	<p>Strengthen school partnerships to support and promote student wellbeing.</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>Empower students in their learning.</p>
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to	<p>Develop and implement a whole school approach to student wellbeing.</p>

support student learning, wellbeing and inclusion