

# School Strategic Plan 2021-2025

Myrniong Primary School (0487)



Submitted for review by David Garner (School Principal) on 16 September, 2021 at 09:21 AM  
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# School Strategic Plan - 2021-2025

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<p><b>School vision</b></p>	<p>Myrniong Primary is committed to providing a learning environment and educational programs, which will motivate, challenge and support students to become lifelong learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, and the rights of all are highly valued and respected.            ** (please note it is a key improvement strategy of this SSP to redefine the vision and values of the school and embed these in everyday practice.)</p>
<p><b>School values</b></p>	<p>Cooperation, Respect, Acceptance, Resilience, Do your best            ** (please note it is a key improvement strategy of this SSP to redefine the vision and values of the school and embed these in everyday practice.)</p>
<p><b>Context challenges</b></p>	<p>Our school size (just under 200 students) and demographic provide a diverse range of needs within a medium-sized workforce budget and structure. This presents both opportunity, but also a challenge in trying put in place those structures and resources that will help to bring about the improvement aligned to the goals of the new SSP. From our SSE and Review, our key challenges are also in building in student voice and agency into our school-wide structures and curriculum, and in our ability to MAINTAIN consistent growth data, in a school where size often dictates cohort fluctuations. Whilst we have established clear "ways of working" at Myrniong over the past three years, our models and key improvement strategies are at a point of review and renewal; this will be a key challenge moving forward:</p> <ul style="list-style-type: none"> <li>- The Panel found that the school had extensive student leadership opportunities in place and some avenues for students to reflect on their learning within the structure of the instructional models. However, there were few opportunities for students to consistently influence curriculum design and to have ownership of their learning, particularly in goal-setting.</li> <li>- The Panel concluded that whole-school instructional models were in place and that progress was being made in using evidence-based teaching and learning approaches, particularly through the Professional Learning Community (PLC) approach. They found there was a focus on explicit teaching within the instructional model, but that opportunities for feedback on practice and differentiation of learning activities were not consistently embedded.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Our school is trying to achieve greater student agency and voice in their learning. This is so that student engagement can be increased, in order to continue to improve student learning growth. A priority in obtaining this will be to:</p> <ul style="list-style-type: none"> <li>- redefine our vision and values with ALL members of the school community;</li> <li>- rationalise and refine our instructional models;</li> <li>- build teacher content knowledge and practice in designing and delivering a differentiated learning experience based on science and</li> </ul>

	<p>research;</p> <ul style="list-style-type: none"><li>- develop student voice and agency in learning through goal-setting and feedback;</li><li>- strengthen student wellbeing structures and social competencies curriculum;</li><li>- strengthened PLC structures through inclusion in the PLC initiative</li></ul>
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<b>Goal 1</b>	To improve student learning growth in literacy and numeracy.
<b>Target 1.1</b>	<p>NAPLAN</p> <ul style="list-style-type: none"><li>• improve above benchmark growth in Reading from 29 per cent in 2021 to 35 per cent by 2024</li><li>• decrease the below benchmark growth in Reading from 24 per cent in 2021 to 15 per cent in 2024, in Numeracy from 24 per cent in 2021 to 20 per cent in 2024 and in Writing from 50 per cent in 2021 to 25 per cent in 2024.</li></ul>
<b>Target 1.2</b>	<p>NAPLAN</p> <ul style="list-style-type: none"><li>• decrease the percentage of Year 5 students in the bottom two bands for Writing from 29 per cent in 2021 to 15 per cent in 2024</li><li>• increase the percentage of Year 5 students in the top two bands for Writing from 24 per cent in 2021 to 30 per cent in 2024.</li></ul>
<b>Target 1.3</b>	<p>Staff Opinion Survey</p> <p>Improve the positive endorsement for:</p> <ul style="list-style-type: none"><li>• Teaching and Learning - Evaluation Module from 67 per cent in 2020 to 80 per cent in 2024</li><li>• Teaching and Learning – Planning Module from 77 per cent in 2020 to 85 per cent in 2024.</li></ul>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Refine and embed the agreed instructional models across the school.
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	Build staff capability through the Professional Learning Communities model.
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Build teacher capacity to effectively utilise data to design learning to meet each student's point of need.
<b>Goal 2</b>	To enhance student engagement in learning.
<b>Target 2.1</b>	Attitudes to School Survey  Increase the positive endorsement for: <ul style="list-style-type: none"> <li>• Student Voice and Agency from 75 per cent in 2019 to 85 per cent in 2024</li> <li>• Effort from 77 per cent in 2019 to 85 per cent in 2024.</li> </ul>
<b>Target 2.2</b>	Parent Opinion Survey <ul style="list-style-type: none"> <li>• increase the positive endorsement for Student Voice and Agency from an average of 84 percent from 2017-19 to an average of 85 per cent from 2021-24.</li> </ul>
<b>Target 2.3</b>	Staff Opinion Survey

	<p>Increase the positive endorsement for:</p> <ul style="list-style-type: none"> <li>• Use Student Feedback to Improve Practice from 46 per cent in 2020 to 75 per cent in 2024</li> <li>• Focus Learning on Real-life problems from 54 per cent in 2020 to 75 per cent in 2024.</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Empowering students and building school pride</p>	Build teacher and student knowledge and understanding of authentic student voice and agency.
<p><b>Key Improvement Strategy 2.b</b> Empowering students and building school pride</p>	Build teacher and student capacity to develop and achieve student personal goals.
<p><b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness</p>	Build teacher and student capacity to give and receive feedback.
<p><b>Goal 3</b></p>	To maximise health and wellbeing for all students.
<p><b>Target 3.1</b></p>	<p>Attitudes to School Survey</p> <p>Improve the positive endorsement of:</p> <ul style="list-style-type: none"> <li>• Sense of Confidence from 78 per cent in 2019 to 85 per cent in 2024</li> <li>• Teacher Concern from 77per cent in 2019 to 85 per cent in 2024.</li> </ul>
<p><b>Target 3.2</b></p>	Parent Opinion Survey

	<p>Improve positive endorsement of:</p> <ul style="list-style-type: none"> <li>• Respect for Diversity from 81 per cent in 2019 to an average of 87 per cent from 2021-24</li> <li>• Promoting Positive Behaviour from 83 per cent in 2019 to an average of 88 per cent from 2021-24.</li> </ul>
<b>Target 3.3</b>	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>• improve positive endorsement of School Climate from 72 per cent in 2020 to 80 per cent in 2024.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Vision, values and culture	Redefine the vision and values of the school and embed these in everyday practice.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Build the capability of students to be socially competent.
<b>Key Improvement Strategy 3.c</b> Setting expectations and promoting inclusion	Implement a consistent approach to positive school-wide behaviour.