

# School Strategic Plan 2018-2022

Marysville Primary School (1273)



Submitted for review by Leigh Woods (School Principal) on 07 December, 2018 at 09:24 AM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2018-2022

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<b>School vision</b>	<p>Marysville Primary School's vision is to provide all children with explicit teaching in a learning-focused environment which promotes academic achievement and supports social-emotional wellbeing. We aim to assist students begin their journey of lifelong learning with positive attitudes and structured support.</p> <p>Our school motto is ACE - "Achieving and Celebrating Excellence".</p>
<b>School values</b>	<p>Marysville Primary School's values are:</p> <p>Community Spirit</p> <ul style="list-style-type: none"><li>• Foster a sense of belonging and pride in our school and in the wider community</li><li>• Encourage positive relationships involving parents, families and communities</li><li>• Provide students with an understanding of their place in the local and global community and teach them the value of diversity</li><li>• Share knowledge and resources cooperatively and work together to benefit the wider school community</li></ul> <p>Respect</p> <ul style="list-style-type: none"><li>• Build mutual respect; treat others with consideration and regard</li><li>• Be tolerant and accepting of other people's differences</li><li>• Recognise that everyone has rights and responsibilities</li><li>• Care for property and the environment</li></ul> <p>Responsibility</p> <ul style="list-style-type: none"><li>• Provide a supportive and nurturing environment where students are encouraged to share responsibility for their own learning and behaviour</li><li>• Teach positive social behaviours and problem solving skills</li><li>• Be accountable for one's own actions</li><li>• Resolve differences in a constructive, non-violent and peaceful way</li></ul> <p>Honesty</p> <ul style="list-style-type: none"><li>• Truthfulness and consistency with open communication at all times</li><li>• Do your best and pursue personal excellence in all endeavours</li><li>• Celebrate lifelong learning as an education community</li><li>• Embrace change and considered risk taking</li></ul>

## Context challenges

### Context.

Located a scenic drive from Melbourne, the picturesque township of Marysville is nestled in the forested hills of the Marysville State Forest. The pristine waters of the Steavenson River flow through the township, providing a magnificent backdrop to a vibrant community. Melbourne's closest Alpine Resort, Lake Mountain, situated in the beautiful Yarra Ranges National Park, is only a short twenty minute drive. Marysville is equidistant between Healesville, via the magnificent Black Spur, and Alexandra, past the spectacular Cathedral Range State Park. Marysville was established in 1863 as a stopover for diggers on their way to the nearby goldfields. Marysville School was established soon after in 1870.

Following the Black Saturday fires, Marysville Primary School and Marysville Pre School reopened in April 2010 on the original school site at 15 Falls Road. Prior to 2009, the Marysville Pre School was located in Murchison Street. Black Saturday with its wide devastation brought with it the opportunity to reshape parts of Marysville, consequently our School, Pre School and Maternal Child Health Centre all combined/relocated to the same site to see what we have today – a proud and purposeful showcase of 21st century facilities, teaching and learning. Our school and community will commemorate 10 years on in 2019.

Marysville Primary School forms part of a community hub with Maternal Health, Kindergarten, Playgroup and OSHCare co-located. Strong relationships continue to be forged between the Pre School and School. This brings together stakeholders from Murrindindi Shire, DET North East Region, Marysville and District Kindergarten Management, Marysville Primary School Council and Principal.

The programs and teaching at Marysville Primary School support and promote child safety and our school has a zero-tolerance approach to child abuse. We support and respect all children, as well as our staff and volunteers.

Our school supports the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

Student enrolment has increased from 14 in 2010 and is currently 58 students, with provision for 75. School catchment is generally from the 'Triangle' (Marysville, Narbethong and toward Alexandra). The Australian Early Development Index (AEDI) suggests risk factors for families of Triangle pre-school children. In addition, the DET Student Family Occupation (SFOE) similarly measures community socio-economic dislocation from below state average in 2008 to above.

Marysville staff include Principal, Classroom Teachers, Business Manager, Education Support staff, specialist MARC (Literature), Art, Music and Band, Language (Indonesian), Student Support Officers and Numeracy Coach. Our school offers a comprehensive F – 6 Health and Physical Education Program, Swimming, Camping, Skiing and Outdoor Education Programs. In addition, F – 6 programs such as Life Education, Marysville Writers Festival, First Aid, and Disabilities Victoria all add to the breadth and depth of

curriculum and learning.

#### Challenges.

Our educational priorities explicitly focus on literacy, numeracy and student engagement and wellbeing.

Measures of F – 6 student achievement (NAPLAN, Teacher Judgement, On Demand) have trended upward and are currently at or above state and national average.

Measures of F - 6 student attitudes, parent and staff opinions are generally positive in their perception of our climate for learning, school connectedness and teaching and learning environment.

Marysville will again seek to firstly maintain and then improve overall student academic performance especially in literacy and writing, numeracy and number fluency and student voice and leadership.

Challenges include significant staffing changes and consequently our ability to continue to build teacher capacity. To maintain achievement we have, and will continue to, invest in leading professional development. This includes through induction, planned weekly professional learning, targeted professional learning such as Bastow Literacy - Writing, VCOP and the Big Write, Early Childhood Courses, Primary Mathematics Specialist and one on one Mathematical coaching. Our aim is to build teacher literacy and numeracy content knowledge and capacity to embed consistent and explicit high impact teaching strategies. Marysville has offered and remains open to Cluster and Network collaboration.

Our state-of-the-art centre as a whole is light and bright with flexible learning spaces and a resource-rich teaching and learning environment. To maintain this advantage, we plan to update and extend our Information and Communication Technology (ICT) infrastructure to support educational programs, online assessment, student engagement and explicit instruction.

Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We aim to continue to foster positive relationships through active formal partnerships (Parents Club, School Council and Committees) and through maintaining important day to day, open, conversations and teaching.

Our collective challenge is to continue to place students at the centre of all decision making.

One challenge is student attendance which is impacted by a number of serious medical conditions and family holidays. Student engagement and leadership is enhanced through senior student attendance at leadership programs and peer elected School Captains and active Junior School Council. Our school plans to investigate broader student attitudes through survey and offer class activities which promote student voice and feedback.

While our outdoor environment offers a well maintained, shaded adventure playground along with passive and active play spaces across synthetic and grassed surfaces a financial challenge is not only to continue to maintain our facilities but also improve them, for example our oval.

<b>Intent, rationale and focus</b>	<p>Community and student engagement.</p> <p>Attendance.</p> <p>Academic achievement. literacy and numeracy.</p> <p>Staffing.</p> <p>Staff professional development.</p>
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<b>Goal 1</b>	To improve literacy outcomes for all students
<b>Target 1.1</b>	By 2021 NAPLAN medium to high relative writing growth will average above 75% over four years.
<b>Target 1.2</b>	By 2021 NAPLAN medium to high reading growth will average 80% or higher over four years.
<b>Target 1.3</b>	By 2021 teacher judgement for writing will be 20% above expected level.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Grow teacher literacy content knowledge and build capacity to embed consistent and explicit high impact teaching strategies
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Document explicit teaching practice strategies and build into daily classroom practice
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Assess and analyse data to ensure differentiated teaching
<b>Key Improvement Strategy 1.d</b> Curriculum planning and assessment	Develop and distribute appropriate individualised goals and tracking to record student progress
<b>Key Improvement Strategy 1.e</b>	Establish whole school, consistent protocols to provide effective feedback

Building practice excellence	
<b>Goal 2</b>	To enhance numeracy outcomes for all students
<b>Target 2.1</b>	By 2021 NAPLAN medium to high relative numeracy growth will average 80% over four years.
<b>Target 2.2</b>	By 2021 teacher judgement for Mathematics Number and Algebra will be 25% above expected level
<b>Target 2.3</b>	By 2021 teacher judgment for Mathematics Measurement will be 20% above expected level
<b>Target 2.4</b>	By 2021 the percentage of students in the top two bands in NAPLAN Year 3 Numeracy will average 50% over four years
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Document explicit teaching practice and build into daily classroom practice
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Analyse student assessment data to inform differentiated teaching
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Develop individualised student learning goals and monitor and record progress
<b>Key Improvement Strategy 2.d</b> Building practice excellence	Develop and consistently implement whole school protocols to provide effective feedback from teachers to students to support their learning and development

<b>Goal 3</b>	To build student engagement
<b>Target 3.1</b>	By 2021 the average absence days per annum to be the same as that of similar schools (Average 2014 – 2016 score 19 days)
<b>Target 3.2</b>	By 2021 Student Voice and Agency (AtSS) to average 80% over four years (2018 score 78%)
<b>Target 3.3</b>	By 2021 increase the Parent Opinion Survey factor Student motivation and support by 9% to 80%. (2017 score 71%)
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Embed a culture of school attendance that strengthens student engagement
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	Strengthen parent communication and engagement in student learning to positively impact attendance
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Develop a whole school teaching model to enhance student voice and agency