

School Strategic Plan 2021-2025

Manchester Primary School (5009)



Submitted for review by Robyn Bellamy (School Principal) on 09 November, 2022 at 07:26 PM

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School vision	<p>At Manchester Primary School we make learning and social development of every child our priority. Our teaching and learning approach identifies intellectual, emotional and social development as equally important factors in lifelong learning success.</p> <p>At Manchester Primary School we value relationships as the foundation on which student success is built. Our teaching and learning approach targets achievement by promoting personalised active engagement in learning and connecting the curriculum to every student's interest.</p>
School values	<p>Resilience, Responsibility, Respect</p> <p>At Manchester Primary School I CAN respect myself, my education and others.</p> <p>At Manchester Primary School I CAN show responsibility for my learning, my behaviour and my school.</p> <p>At Manchester Primary School I CAN be resilient when I am challenged, reset when faced with change and open to new experiences.</p>
Context challenges	<p>Celebrating our 52nd anniversary in 2022, the school is tucked away in a beautiful bush like setting in the Outer Eastern suburb of Mooroolbark. Our student enrolment for 2023 is 228. We have students with a range of cultural backgrounds and heritage. 30% of our students come from an EAL background. A high percentage of these students and/or their families are from Chin State in Myanmar, and speak Chin (Hakha). We are proud to celebrate the diversity in our school community.</p> <p>School Motto Our motto 'Inspire Engage Achieve' sets the standard of our instructional program where students are supported and encouraged individually to strive to achieve their personal best. Our goal as educators is to 'Inspire' every child to become 'Engaged', confident and courageous learners who can then Achieve their full potential.</p> <p>School Philosophy Our belief at Manchester Primary School is that relationships are the cornerstone for success. Social and emotional development is as much a key for student growth as academic success. We ensure our teaching approach is student-centred thereby maximising student engagement. We strive to be inclusive and celebrate each person's individual qualities that combine to make Manchester Primary School a school where everybody belongs.</p> <p>School Context SFOE: 0.4411</p>

	<p>56.3% of the student population is Male, 43.3% of the student population is Female. 4.2% are non English speakers 5.8% are at risk 9.2% have a disability 4.2% are refugees</p> <p>Our parent/carer community are supportive of the students and their learning. Both Parent Survey and Student Attitudes to School Survey results reflect high expectations of students to do well at school.</p> <p>The staffing profile of Manchester Primary School includes a Principal a Leading Teacher and a Learning Specialist, 13 FTE teachers, 3 PT teachers, 11 full time equivalent Education Support (ES) staff, 2 office administration staff.</p> <p>The school is well-resourced with a Performing Arts, STEAM, PE and Chin (Hakha) specialist programs supporting our class programs. Students are given the opportunity to participate in a wide range of sporting and cultural activities. Students have opportunities to take part in events with local schools ranging from sporting events, Secondary School transition days, and our involvement with the RESP Eastern Refugee Education Support Program. Kats Keys Music providers offers lessons for children to learn keyboard and Pro-Touch Tennis offer lessons at school for interested students.</p> <p>We encourage and celebrate achievements of our Grade 6 students with an end of year graduation ceremony and celebration day. The grade 6 school leaders are also included in the School Leaders conference each year and lead our school assemblies. We have high expectations of all of our grade 6 students to demonstrate leadership in all they do. This includes a Buddies program with our Foundation students where our MPS values are modelled for our new students.</p> <p>Student voice and agency is an important part of the 'Manchester Way' and we work closely with students to set learning goals and take ownership of their learning. The students are encouraged to do their best at all times. We are a happy, friendly and welcoming school community with students who want to come to school to learn each day.</p>
<p>Intent, rationale and focus</p>	<p>Manchester Primary School is a dynamic and supportive school community whose passion it is to make education accessible, inclusive, and engaging so that every student can thrive.</p> <p>School Intent Student connectedness is a feature of the caring environment that exists at Manchester Primary School. Classrooms are open-plan and there is a strong emphasis on team teaching. Our teaching and learning goal aims to maximise opportunities for one on one teacher/student conferencing enabling time to target every student's point of learning.</p> <p>The 2021-2025 Strategic Plan has highlighted nine key improvement strategies to improve student outcomes in literacy and</p>

numeracy and to develop healthy, happy, and resilient students. These include to:

- Implement and build effectiveness of PLCs to drive instruction.
- Embed the Instructional Model
- Build differentiation and feedback consistency in classrooms
- Build capabilities for data analysis and an understanding of data in teachers and students
- Embed the use of learning continuums by teachers to improve the quality and precision of goal setting and self regulation by students through collaboration
- Build consistent use and knowledge of high impact teaching strategies (HITS)
- Embed the School Wide Positive Behaviour Support (SWPBS) program within the school environment
- Build student voice and agency strategies within classrooms
- Strengthen and embed a school wide approach to communication with parents, carers, and kin

Victorian Department of Education policies and initiatives, as well as evidence-based practices and research will inform and support the achievement of the goals outlined in the strategic plan, including:

- Professional Learning Communities (PLC) initiative
- Disability Inclusion initiative
- High Impact Teaching Strategies (HITS) guide
- School Wide Positive Behaviour Support (SWPBS)
- Respectful Relationships program
- Schools Mental Health Menu

How we will achieve this:

- Refine and embed the 'Manchester Way' pedagogical model
- Improve Professional Learning Community (PLC) processes through our team teaching and level teams to build staff capacity to improve student outcomes
- Build the School Improvement Team (SIT) and Middle Leadership capacity in the school
- Continue to implement and seek opportunities to extend wellbeing initiatives across the school

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Goal 1	To improve student outcomes in literacy.
Target 1.1	By 2025 at least 70 per cent of students for Reading in Year 3, who were in the top 2 bands for Year 3 Reading 56 per cent in 2021 will remain in the top 2 bands in Year 7.
Target 1.2	By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN reading from 18 per cent in 2021 to 25 per cent.
Target 1.3	By 2025 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above level will increase in: <ul style="list-style-type: none">• Writing from 15 per cent in 2021 to 25 per cent.• Reading from 26 per cent in 2021 to 30 per cent• Speaking and Listening from 6 per cent in 2021 to 25 per cent
Key Improvement Strategy 1.a Building practice excellence	Implement and build effectiveness of PLCs to drive instruction.
Key Improvement Strategy 1.b Building practice excellence	Embed the Instructional Model.

Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build differentiation and feedback consistency in classrooms.
Goal 2	To improve student outcomes in numeracy.
Target 2.1	By 2025 at least 70 per cent of students who were in the top 2 bands for Year 3 Numeracy, 38 per cent in 2021 will remain in the top 2 bands in Year 7.
Target 2.2	By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy from 0 per cent in 2021 to 25 per cent.
Target 2.3	By 2025 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above level will increase in: <ul style="list-style-type: none"> • Number and Algebra from 19 per cent in 2021 to 25 per cent. • Measurement and Geometry from 20 per cent in 2021 to 25 per cent. • Statistics and Probability from 14 per cent in 2021 to 25 per cent.
Key Improvement Strategy 2.a Curriculum planning and assessment	Build capabilities for data analysis and an understanding of data in teachers and students.
Key Improvement Strategy 2.b Curriculum planning and assessment	Embed the use of learning continuums by teachers to improve the quality and precision of goal setting and self regulation by students through collaboration.
Key Improvement Strategy 2.c	Build consistent use and knowledge of high impact teaching strategies (HITS).

Evidence-based high-impact teaching strategies	
Goal 3	To develop healthy, happy, and resilient students.
Target 3.1	<p>By 2025 the percentage of Year 4-6 students reporting positive endorsement in the following student attitudes to school survey measures:</p> <ul style="list-style-type: none"> • learner characteristics and dispositions domain, sense of confidence factor will increase from 67 per cent in 2021 to 75 per cent • effective teaching practice domain, effective classroom behaviour factor will increase from 77 per cent in 2021 to 85 per cent • effective teaching practice domain, stimulating learning factor will increase from 77 per cent in 2021 to 85 per cent
Target 3.2	<p>By 2025 the percentage of parents reporting positive endorsement in the following parent opinion survey measures:</p> <ul style="list-style-type: none"> • Teacher communication will increase from 58 per cent in 2021 to 70 per cent. • Parent participation and involvement will increase from 68 per cent in 2021 to 75 per cent. • Student motivation and support will increase from 62 per cent in 2021 to 75 per cent.
Target 3.3	By 2025, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the VC Personal and Social Capability expected achievement standards will increase from 10 per cent in 2021 to 75 per cent.

Key Improvement Strategy 3.a Health and wellbeing	Embed the School Wide Positive Behaviour Support (SWPBS) program within the school environment.
Key Improvement Strategy 3.b Empowering students and building school pride	Build student voice and agency strategies within classrooms.
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen and embed a school wide approach to communication with parents, carers, and kin.