

School Strategic Plan 2022-2026

Mandama Primary School (5185)



Submitted for review by Marina Keegan (School Principal) on 21 February, 2023 at 12:04 PM
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Endorsed by Julie Taylor (School Council President) on 23 February, 2023 at 10:32 AM

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School vision	Our school supports children to learn and grow to succeed in society.
School values	<p>Mandama recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for students and staff.</p> <p>At Mandama, the school community works together to ensure every child has a positive, happy and rewarding school experience. Parent/carers and teachers are genuine partners in the learning process, ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, and to value a growth mindset.</p> <p>We focus on providing our students with access to a broad range of learning opportunities that respond to the diversity of their individual needs and abilities. At Mandama, we maximise every learning opportunity to shape our students' future through high quality, values enriched teaching and learning with a focus on Respect, Responsibility, and Resilience.</p>
Context challenges	<p>Mandama Primary School (Mandama PS) is located in Grovedale in the City of Greater Geelong. It is in the southern suburbs of Geelong.</p> <p>The school buildings include 18 classroom spaces, an art room, digital technologies space, performing arts and music room, a library resource centre, a multipurpose gymnasium, a kitchen, a passive play room, a professional learning centre and a before and after school care facility. These are located in permanent buildings and portable structures. The grounds consist of passive and active play areas for students, including hard surface courts, playground equipment, a soccer pitch, and an oval and sheltered courtyards.</p> <p>Enrolments currently stand at 370 and have steadily decreased each year. We have 9 students on the PSD program, 7 students on the Disability Inclusion program, 33 students with EAI status, 16 Aboriginal and/or Torres Strait Islander students and 1 International student. We also have 78 students listed in NCCD data and 75 with Equity funding.</p> <p>The Student Family Occupation Education (SFOE) index was 0.3775 in 2022 in the Low-Medium band.</p> <p>The staffing profile of Mandama PS includes a Principal and an Assistant Principal, 23.2 full time equivalent (EFT) teachers, 12 Education Support Officer (ESO) staff, 2.0 EFT office administration staff, 2 tutors, 1 part time technical support staff, an Out of Hours School Care coordinator and a 0.2 gardener/maintenance person.</p> <p>The school provides an approved curriculum framework differentiated to meet student needs with a focus on Literacy and Numeracy. Specialist programs are provided in Visual Arts, Performing Arts, Digital Technologies, Italian Language and Physical Education.</p>

	<p>The school provides an accredited Out of School Hours Care Program and employs a Student Welfare Officer.</p> <p>Key challenges:</p> <p>The panel concluded that the school had developed curriculum documentation, documented and implemented an instructional model and used resources to provide teacher professional learning that built teacher capacity to implement evidence-based instructional practices. A teacher inquiry model supported teachers to use Literacy and Numeracy assessment data to plan differentiated learning tasks that targeted the needs of students. They found that a school-wide approach to teaching Writing was not documented or consistently implemented. The change in planning method has been a challenge but all staff agree that it has improved their understanding of content, standards and learning progression.</p> <p>The panel concluded that the school had implemented a range of strategies to develop a culture of high expectation for all members of the school community. There were strong elements of best practice in most classrooms. They found that expectations for student behaviour and the implementation of SWPBS was improving the school culture. This work will take time to embed across the school and making sure that this work is communicated to the community is important.</p> <p>The panel concluded that the use of multiple forms of feedback was limited between students/teachers and between teachers/teachers. Student voice and agency was evident in Discovery (Inquiry) but not in other areas. This work needs to continue into the next strategic plan.</p>
<p>Intent, rationale and focus</p>	<p>The School Review Panel recommends the following key directions for Mandama Primary School's next School Strategic Plan:</p> <ul style="list-style-type: none"> • Student learning growth in literacy and numeracy • Professional Learning Communities and data literacy • Instructional leadership • Student voice and learner agency • High Impact Teaching Strategies (HITS) • Attendance • Student wellbeing.

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Goal 1	Maximise student learning outcomes in literacy and numeracy.
Target 1.1	By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading from 17 per cent in 2021 to 25 per cent• Writing from 15 per cent in 2021 to 25 per cent• Numeracy from 4 per cent in 2021 to 25 per cent.
Target 1.2	By 2026, increase the percentage of Year 3 students achieving in the top two bands in NAPLAN: <ul style="list-style-type: none">• Reading from 47 per cent in 2022 to 55 per cent• Numeracy from 29 per cent in 2022 to 37 per cent. Increase the percentage of Year 5 students in the top two bands of NAPLAN: <ul style="list-style-type: none">• Reading from 47 per cent in 2022 to 55 per cent• Writing from 26 per cent in 2022 to 34 per cent• Numeracy from 31 per cent in 2022 to 39 per cent.
Target 1.3	By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of: <ul style="list-style-type: none">• Academic emphasis from 52 per cent in 2022 to 65 per cent• Collective efficacy from 52 per cent in 2022 to 65 per cent• Instructional leadership from 60 per cent in 2022 to 70 per cent

	<ul style="list-style-type: none"> • Believe peer feedback improves practice from 45 per cent in 2022 to 65 per cent • Professional learning through peer observation from 14 per cent in 2022 to 65 per cent • Understand how to analyse data from 50 per cent in 2022 to 70 per cent.
Key Improvement Strategy 1.a 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	Continue to build and embed a high performance culture for learning.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance a collaborative PLC inquiry approach that builds staff capacity to consistently deliver teaching practice via the agreed instructional models.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to analyse multiple forms of data to inform point of need lesson planning.
Goal 2	Empower all students to become confident, independent and self-directed learners.
Target 2.1	By 2026, decrease the percentage of Foundation to Year 6 students who are absent for: <ul style="list-style-type: none"> • 20 - 29.5 days from 14 per cent in 2021 to 10 per cent • 30 plus days from 12 per cent in 2021 to 9 per cent.

Target 2.2	<p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 57 per cent in 2022 to 65 per cent • Sense of connectedness from 68 per cent in 2022 to 75 per cent • Motivation & interest from 70 per cent in 2022 to 78 per cent.
Target 2.3	<p>By 2026, increase the proportion of positive response scores on the SSS for the factors of:</p> <ul style="list-style-type: none"> • Understand formative assessment from 64 per cent in 2022 to 75 per cent • Use of student feedback to inform teaching practice from 36 per cent in 2022 to 65 per cent • Focus learning on real life problems from 55 per cent in 2022 to 65 per cent
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Build and embed staff capacity to use student voice and multiple sources of feedback to adapt the learning environment to engage every student.
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Build and embed teacher capacity to implement the high impact teaching strategies that amplify student voice and learner agency.
<p>Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and</p>	Strengthen teacher capacity to personalise and differentiate teaching and learning that enables, challenges and extend all students.

provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 3	Improve inclusion and wellbeing for every student.
Target 3.1	By 2026, increase the proportion of positive response scores on the AToSS for the factors of: <ul style="list-style-type: none"> • High resilience from 3 per cent in 2022 to 10 per cent • Sense of confidence from 69 per cent in 2022 to 77 per cent • Emotional awareness and regulation from 62 per cent in 2022 to 70 per cent.
Target 3.2	By 2026, increase the proportion of positive response scores on the SSS for the factors of: <ul style="list-style-type: none"> • Build resilience and a resilient supportive environment from 56 per cent to 65 per cent.
Target 3.3	By 2026, increase the proportion of positive response scores on the POS for the factor of: <ul style="list-style-type: none"> • Not experiencing bullying from 58 per cent in 2021 to 65 per cent.
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop, implement and monitor consistent whole school practices that ensure all students have social and emotional readiness to learn.

<p>Key Improvement Strategy 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build and embed teacher capacity to implement appropriate and timely Tier 1, 2 and 3 interventions and adjustments to meet all students' needs.</p>
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Build and embed staff understanding of the overarching wellbeing framework.</p>