

2022 Annual Report to the School Community

School Name: Mandama Primary School (5185)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

About Our School

School context

Mandama Primary School is located on Wathaurong Land in Grovedale approximately 86 kilometres from the Melbourne Central Business District. The school was founded in 1979. The school facilities include one main building housing classrooms, a library, Visual Arts room, administrative offices and staff facilities, one learning community with flexible learning spaces, six portable classrooms and an indoor multi-purpose facility for indoor sports. The grounds include a grassed oval, asphalt courts for major and minor games, an adventure playground and passive play spaces. Enrolments in 2022 were 379 students - 7% of students had English as an additional language and 5% were Aboriginal or Torres Strait Islander. Over the past four years, enrolments have decreased by 29 students. The Student Family Occupation Education (SFOE) index is 0.3848, in the Low-Medium band value.

The staffing profile of Mandama Primary School includes a principal, an assistant principal, 25 full time equivalent teachers and 10.8 full time equivalent Education Support (ES) staff including 2.8 full time equivalent office administration staff. The school provides a Foundation to Year 6 learning program that reflects the Victorian Curriculum Framework. The school provides Italian as the Language Other Than English (LOTE) and specialist classes including Visual Arts, Performing Arts, Music, Information and Communications Technology (ICT) and Physical Education. Mandama Primary School provides the Tutor Learning Initiative (TLI) support program, a wellbeing program supported by a Disability Inclusion Coordinator and a Student Welfare Officer. The school also offers an accredited Out of School Hours Care Program.

Progress towards strategic goals, student outcomes and student engagement

Learning

The introduction of the Learning Specialist role and their attendance at Bastow Leading Literacy professional learning and Professional Learning Community (PLC) training has made an impact on building a learning culture with a focus on improving teacher capability to reflect on their reading and writing practice and analyse and use literacy data to plan for the learning needs of their students. The professional learning has strengthened their understanding of the reading and writing lesson structure and their capability to reflect on their practice. Teachers have noted their positive participation in year level PLCs and collaborative team planning. They acknowledged that shielding and buffering provided by the school's leaders ensured their focus remained on the core business of teaching and learning. They highlighted the learning culture with a focus on the belief that every child can learn.

Teacher Judgement data indicates the percentage of students in years P-6 working at or above expected standards in English and Mathematics. In English, Mandama scored 87.7% - this is higher than both the Similar schools average and the State average. In Mathematics, Mandama scored 86.4% - this is also higher than both the Similar schools average and the State average.

NAPLAN data is displaying the percentage of students in the top three bands this year. This makes it more difficult to compare to previous years where only the top two bands were calculated.

Our Year 3 students Reading data was comparable to the Similar schools and State over the four-year average, but lower when looking at just 2022. In Numeracy, the four-year average was significantly higher than both the Similar schools and the State, and in between them for 2022.

Our Year 5 students data was significantly higher than both Similar school and the State in 2022 in both Reading and Numeracy. Over the four-year average, our results were comparable with the Similar schools and the State.

Wellbeing

Mandama has a culture of prioritising the wellbeing and inclusion of every student and providing targeted and timely responses to student needs. The importance of creating a safe and inclusive learning environment that valued and celebrated diversity is noted throughout the

school. Mandama has experienced a significant increase in the number of students who were eligible to be counted in the Nationally Consistent Collection of Data (NCCD) on School Students with Disability over the last few years (2018 14% to 2022 38%), and a doubling in the percentage of EAL students. Mandama has worked hard around the implementation of the SWPBS framework in 2019, the Department of Education and Training (DET) Resilience, Rights and Respectful Relationships (RRRR) Social and Emotional Learning (SEL) curriculum in 2020 and a trauma informed education model in 2022. Following extended periods of remote and flexible learning, teachers needed to spend a lot more time on building social skills and self-awareness across the school. There was a strong focus on student wellbeing and inclusion at principal class level also to maintain a safe, orderly and inclusive learning environment. The provision of designated sensory spaces, brain breaks, and mindfulness activities to enable most students to stay in a calm, self-regulated state has become more important over time.

The measures of "Sense of Connectedness" and the "Management of Bullying" in the Attitudes to School survey have both decreased since our return from COVID lockdown. Although not shown in this data set, Resilience/Perseverance has also decreased since our Remote and Flexible learning time. In 2022, Mandama was lower than both the Similar schools and State in both measures.

Mandama Primary School's Learning for Life curriculum that had been developed for staff to implement as part of their teaching and learning practice. The school has a strategy of all students who required additional support documented in an individual behaviour management plan and following the implementation of a trauma informed approach some students have a plan that supports them to self-regulate. The plans ensure most students are supported with strength-based interventions and adjustments to enable their inclusion. The 2022 budget continued to support a full time Wellbeing Officer and nine Integration aides that worked across the school. We also introduced a Disability Inclusion Leader who worked with staff and parents through the new Disability Inclusion program for any students requiring Tier 2 or 3 supports.

Engagement

The introduction of the School Wide Positive Behaviour (SWPBS) Framework in 2019 and the implementation of self-regulation and resilience building strategies have been used to build the engagement of students. The impact of these strategies on maintaining a safe and orderly learning environment has been evident and has allowed the staff and students to use a common language. The school's focus is on acknowledging, rewarding and celebrating students making positive behaviour choices and especially on continuing these practices and strategies during and after remote and flexible learning. Staff, students, parents and carers have all acknowledged Mandama's whole school approach to strength based and restorative, behaviour management processes.

In 2022, Mandama Primary School continued to work with families ensuring students were at school and learning onsite. Parents/carers continue to receive an SMS messages by 10:00am requesting notification of any absences to be recorded on our Compass platform, monthly reports are highlighted to class teachers identifying unexplained absences to follow up with families and phone calls home for extended periods. Our whole school communication approach has been strengthened with parent/carers via Class Dojo and Compass (paper diaries are no longer used). This has enabled us to build our capacity for regular interactions and acknowledgement with families around student successes and school events.

In 2022, our absence data was slightly higher than the Similar schools and State levels. The leadership team was well aware of where our students with high absence figures were and if necessary, what supports they required. Mandama has engaged with Network SSS and external agencies to support chronic absences. In 2022 we had two students on significant alternative re-engagement programs, and two students suffering the effects of mental illness making it difficult for them to attend school. In 2022, we also had multiple families who took extended holidays with their families ranging from one to three terms in length.

Other highlights from the school year

Highlights for 2022 include:

- Camps for year 2, 3/4 & 5/6 students
- Colour Run - whole school
- School concert at the Arena
- Year 6 Graduation at Grovedale Secondary college
- Victorian State School's Spectacular dance team
- SPIIKE training and Dare to Lead training for staff
- Reporting to parent/carer's day introduced
- Appointment of a new Assistant Principal
- Successful School Review

Financial performance

For 2022 Report:

The Financial performance and position at Mandama Primary School concluded 2022 with a Net Operating Surplus of \$124,062. This was achieved through prudent administrative financial management. Out of School Hours Care Grants increased due to a continually high enrolment and extra staffing funds, via the Tier 3 Disability Inclusion program were accessed due to higher need children.

Mandama Primary School continued to access the Sporting Schools Grant, throughout 2022

The surplus will be held for an expected deficit in 2023 as enrolments continue to decrease.

The equity funding of \$91,623 in 2022 has been used to fund a full time Wellbeing Officer and facilitate PD for all staff in the Berry Street Education Model.

For more detailed information regarding our school please visit our website at
<https://mandama.vic.edu.au>