

# School Strategic Plan 2018-2022

Mandama Primary School (5185)



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<p><b>School vision</b></p>	<p>Our school empowers all students to grow academically, socially, emotionally, physically and creatively to achieve their personal best.</p>
<p><b>School values</b></p>	<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. Parents 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, Kindness, Honesty and Pride.</p>
<p><b>Context challenges</b></p>	<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, a 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 395 and have steadily decreased each year. We have 10 students on the PSD program and 15 Aboriginal and/or Torres Strait Islander students.</p> <p>The Student Family Occupation (SFO) index was 0.47, and the Student Family Occupation Education (SFOE) index was 0.41 in 2017–18.</p> <p>The staffing profile of Mandama PS includes a Principal and an Assistant Principal, 21.8 full time equivalent (EFT) teachers, 8 Education Support Officer (ESO) staff, 3.0 EFT office administration staff, 2 part time technical support staff, an Out of Hours School Care coordinator and a 0.3 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, 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><b>Key challenges:</b></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.</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. They found that expectations for student behaviour and attitudes to their learning were not consistent in all classrooms. Developing, documenting and communicating the expectations and responsibilities of all school community members for the provision of a positive school environment would enhance the provision of a culture of high expectations.</p> <p>The panel concluded that the school had documented and communicated a whole school strategy for managing students' behaviour and programs to promote positive student behaviours. They found that behaviour expectations were not consistently implemented school wide, and that management strategies were not well understood by all teachers or consistently implemented in all classrooms.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The school review panel recommends the following key directions for the next SSP:</p> <ul style="list-style-type: none"> <li>• Literacy, particularly improving writing - Build teacher capacity in the process of teaching writing with a focus on consistency in approach and language.</li> <li>• Teachers' data literacy - Working with staff to develop their knowledge of assessment within a school improvement cycle - completing assessment, moderating student work samples, analysis of the results, planning individual student goals for future learning, implementations of a rigorous program, sharing growth with students and families. Participation in professional development for the interpretation of data.</li> <li>• High Impact Teaching Strategies, particularly differentiation and metacognition - Planning and program implementation documentation to reflect the use of HITS with particular focus on differentiation. A focus on making students aware of the learning process including evaluating and monitoring their progress, will enhance their ability to gain control of their learning.</li> <li>• Students' intellectual engagement and agency in learning - Develop student learning opportunities that are challenging, engaging and promote curiosity. A focus on developing students as reflective, questioning and self-monitoring learners. Assisting teachers to create opportunities for student voice and agency.</li> <li>• Building a culture of high and consistent school community expectations including strengthening the whole school approach</li> </ul>

for the management of student's behaviour.

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<b>Goal 1</b>	Improve student learning growth in Literacy, with a focus on Writing.
<b>Target 1.1</b>	By 2022, decrease the percentage of students making low learning growth from Year 3–5 in NAPLAN Reading and Writing to 20 per cent.
<b>Target 1.2</b>	By 2022, increase the percentage of students making high learning growth from Year 3–5 in NAPLAN Reading and Writing to 25 per cent.
<b>Target 1.3</b>	By 2022, increase the percentage of students in the top 2 NAPLAN bands in Year 5 to: <ul style="list-style-type: none"><li>• Reading - 40 per cent</li><li>• Writing - 20 per cent</li></ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Strengthen the capacity of teachers and teams to analyse and use literacy data to plan for the learning needs of all students. (CPA)
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Build teacher capacity to differentiate teaching to ensure challenge, progress and high expectations for every student. (EHITS)
<b>Goal 2</b>	Improve student engagement and motivation to learn.

<b>Target 2.1</b>	<p>By 2022, increase the percentage of positive endorsement for the following AToSS factors to:</p> <ul style="list-style-type: none"> <li>• Student voice &amp; agency—80 per cent</li> <li>• Sense of confidence—90 per cent</li> </ul>
<b>Target 2.2</b>	<p>By 2022, increase the percentage of positive endorsement for the following POS factor to:</p> <ul style="list-style-type: none"> <li>• Student voice &amp; agency—90 per cent</li> </ul>
<b>Key Improvement Strategy 2.a</b> Intellectual engagement and self-awareness	Develop student learning opportunities that are challenging, engaging and promote curiosity. (IESA)
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Develop and implement opportunities for students to be reflective, questioning and self-monitoring learners. (IESA)
<b>Goal 3</b>	Build a culture of high expectations that supports a positive climate for student learning.
<b>Target 3.1</b>	<p>By 2022, increase the percentage of positive endorsement for the following POS factor to:</p> <ul style="list-style-type: none"> <li>• Promoting positive behavior—90 per cent</li> </ul>
<b>Target 3.2</b>	By 2022, increase the percentage of positive endorsement for the following AToSS factors to:

	<ul style="list-style-type: none"> <li>• Sense of connectedness—85 per cent</li> <li>• Effective classroom behavior—90 per cent</li> <li>• Resilience—85 per cent</li> </ul>
<b>Target 3.3</b>	<p>By 2022, increase the percentage of positive endorsement for the following SSS factor to:</p> <ul style="list-style-type: none"> <li>• Build resilience and a resilience supportive environment—70 per cent</li> </ul>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Strengthen the whole school approach for the management of students' behaviour in consultation with students, teachers and parents. (SEPI)
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	Develop a culture of high expectations for all members of the school community. (SEPI)