**School Strategic Plan 2018-2022**

Manangatang P-12 College (6235)



Submitted for review by Mark Corrie (School Principal) on 03 December, 2018 at 01:36 PM
Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 03 December, 2018 at 02:18 PM
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| School vision | Manangatang P-12 College provides a supportive and inspiring environment where students are empowered to embrace learning, enhance their talents and achieve their personal best. We aim to build their social, emotional and physical well-being, and encourage students to contribute positively as global citizens. In partnership with the community, we support all learners to become positive members of society.  |
| School values | Our core school values can be outlined as:Relationships - Building trust through communication. Respect- For ourselves, for others, for our College and for our Community.Responsibility- For our actions - to myself, to you, to us.Resilience- Persistence in moving forward. |
| Context challenges | Manangatang P-12 College is located at Manangatang in the Mallee region of north-west Victoria, 410 kilometres from Melbourne. The township has a population of approximately 280 people and the economy is based on dryland farming, including grain growing and sheep. A declining district-wide population has been evident since the 1980’s, with farm sizes becoming larger and family numbers becoming fewer. The school is comprised of a combination of permanent and relocatable buildings, and specialist teaching spaces including sports stadium, design technology workshop, digital technology room, art room and food technology room. An agricultural area is also within the school grounds. The school grounds include playground areas, an oval and native gardens. The school has a well-maintained digital technology infrastructure to support the learning of students in a remote location. Enrolments at the time of the review were 91 students, with 24 students living outside the traditional 30km radius catchment area, a trend that has been evident for the past ten years. Over the past four years enrolments declined by 23 students. Enrolments have declined by 48 students from 2009-2018. The Student Family Occupation (SFO) index was 0.4691 and the Student Family Occupation Education index was 0.4488 in 2018. The staffing profile of Manangatang P-12 College includes a Principal and Assistant Principal, a Leading Teacher, 10.6 teachers, and 3.2 full time equivalent Education Support (ES) staff. The school partners with the Mallee Education Cluster (MEC) schools to provide a broader range of subject offerings at Victorian Certificate of Education (VCE) than may otherwise be possible. The school delivers and receives subjects via polycom and through Distance Education. Vocational Education and Training (VET) subjects are provided in partnership with Sunitafe (Swan Hill and Robinvale).  |
| Intent, rationale and focus | Intent: To improve student outcomes in literacy and numeracy.Rationale :An analysis of the school’s NAPLAN data identified that although small cohort size increased variability in student data, the level of high relative learning gain in reading and writing and numeracy was below the expected range in some years from 2015-17, at Years 5, 7 and 9. The variability indicates teacher capacity to improve student learning growth was inconsistent. The percentage of students in the top two bands of NAPLAN between 2015 and 2017 was below similar schools for reading at Years 3, 7 and 9 and the same in Year 5. Writing was above similar schools in Yeats 3, 5 and 9 and below in Year 7. The percentage of students in the top two bands of NAPLAN between 2015 and 2017 was below similar schools for numeracy at years 3,5,7and 9. The school identified that improvement was required in this measure. Focus: Building practice excellence, curriculum planning and assessmentIntent: To increase student engagement in learning Rationale: The school’s absence data was below the state mean from 2015-17 and the percentage of owgstudents with absences above 20+ days was below similar schools at Years F-6 and Years 7-12. However, the average number of days absent per student was increasing and the school identified the need to maintain a focus on student attendance, particularly those students with chronic absences.Classroom observations, student focus groups and panel discussions identified that student agency was limited and that increased student agency in learning could improve student engagement in learning. The percentage of positive responses for the student voice and agency factor in the ATTS survey were 46%, 55% and 42% for Years 4-6, 7-9 and 10-12 respectively. The percentage of neutral responses were 41%, 28% and 38% respectively.Focus: Empowering students and building school pride |

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| Goal 1 | To improve student outcomes in literacy and numeracy. |
| Target 1.1 | The percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN reading and writing to be 35% and 30% or greater respectively each year of the SSP.The percentage of Year 7 and 9 students achieving in the top 2 bands in NAPLAN reading and writing to be 25% and 20% or greater respectively each year of the SSP.The percentage of Year 3, 5, 7 and 9 students achieving in the bottom two bands of NAPLAN reading and writing to be 15% or less each year of the SSP.The percentage of students achieving medium and high relative learning growth from Year 3 to 5, Year 5 to 7 and Year 7 to 9 on NAPLAN reading and writing to be 75% or greater each year of the SSP. |
| Target 1.2 |  The percentage of Year 3, 5, 7 and 9 students achieving in the top 2 bands in NAPLAN numeracy to be 30% or greater each year of the SSP.The percentage of Year 3, 5, 7 and 9 students achieving in the bottom two bands of NAPLAN reading and writing to be 15% or less each year of the SSP.The percentage of students achieving medium and high relative learning growth from Year 3 to 5, Year 5 to 7 and Year 7 to 9 on NAPLAN numeracy to be 75% or greater each year of the SSP. |
| Key Improvement Strategy 1.aBuilding practice excellence  | Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed framework.  |
| Key Improvement Strategy 1.bBuilding practice excellence  | Develop an agreed approach to the effective teaching of literacy and numeracy.  |
| Key Improvement Strategy 1.cCurriculum planning and assessment  | Build teacher capacity to analyse data and use evidence-based strategies to inform teaching and learning.  |
| Key Improvement Strategy 1.dBuilding practice excellence  |  Build teacher capacity to differentiate teaching to challenge and ensure learning progress for every student.  |
| Goal 2 | To increase student engagement in learning  |
| Target 2.1 | By 2022 the school’s average days absence per student to remain below the state student absence mean.  |
| Target 2.2 | By 2022 improve the percentage of positive responses for student voice and agency from 46% to 60% for Years 4-6, from 55% to 60% for Years 7-9 and from 42% to 60% for Years 10-12. |
| Target 2.3 | By 2022 improve the School Climate module percentage endorsement of positive responses for academic emphasis from 38% to 55 %.    |
| Target 2.4 | By 2022 improve the School Climate module percentage endorsement of positive responses for academic emphasis from 38% to 55 %.    |
| Target 2.5 | By 2022 improve the School Climate module percentage endorsement of positive responses for collective efficacy from 39% to 55 %.    |
| Key Improvement Strategy 2.aEmpowering students and building school pride  | Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.  |
| Key Improvement Strategy 2.bEmpowering students and building school pride  | Embed student voice and agency in student learning  |