

4224 Manifold Heights Primary School

Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Barry Rowland [27/11/2017][name] [date][name].....[date]
School council: Gwyn Morrison 27/11/2017[name] [date][name].....[date]
Delegate of the Secretary: Robyn Hollis	[date] [name] [date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Manifold Heights Primary School encourages students to become more motivated and independent learners.</p> <ul style="list-style-type: none"> We provide a wide range of learning choices for students to demonstrate their understandings and to reach their full potential. We consistently encourage students to become life long learners who value themselves, others and learning. We promote social responsibility, resilience, perseverance and independence, preparing our students for an ever changing world. 	<p>Key school values: I show respect, I act with safety, I take responsibility.</p>  <p>Our school values are embraced via a School Wide Positive Behaviour Support (SWPBS) approach.</p>	<p>Manifold Heights Primary School is located in the suburb of Manifold Heights, within the City Of Greater Geelong. The 2017 school year commenced with an enrolment of 396 students, continuing a slight positive growth trend over the past few years (345 students back in 2012). Many students currently live outside our designated neighbourhood catchment area, suggesting the school to be one of choice for many families. There are a number of other government primary schools within close proximity and our designated neighbourhood catchment area has recently been adjusted to cater for the potential enrolment impact of the new Fyansford Estate. The School Council is significantly involved in strategic planning and policy development, together with a determined approach to fundraising and using this to target school improvement initiatives eg: playground renovations, 'take home books' replacement program and specialist subject resourcing.</p> <p>The SFO index is currently (in 2017) 0.4051 and SFOE is 0.3594; these have remained relatively stable in recent times.</p>	<p>The School undertook a Self-evaluation / School Review during 2017, with a number of aspects emerging for inclusion into this new Strategic Plan:</p> <ul style="list-style-type: none"> Growth in student learning in English and Mathematics was seen as an essential goal. The FISO curriculum planning and assessment initiative indicates that curriculum and assessment for learning have been shown to have a significant impact on student outcomes over time. Thus, a rationale is IF an evidence-based differentiated teaching and learning model is embedded in every classroom THEN consistently high quality teaching focused on each student's point of need will occur AND every student will demonstrate at least targeted learning progress. Enhanced student engagement in learning will be an essential goal for the school moving forward. If students are cognitively, emotionally and behaviourally engaged with schooling then their outcomes will improve. Promoting increased opportunities by building the social capital of the school community through fair and inclusive practices involving students, educators, families, and other stakeholders will result in success for every student. The rationale concurs with the FISO empowering students and building school pride initiative evidence base that shows 'schools that build a culture where teachers and students work together, and where student voice is heard and respected, contribute to students building their confidence (a sense of self-worth and mastery) and having a sense of self-efficacy (belief in one's capacity to succeed).' The FISO also suggests 'students feel more positive and connected to their school, see themselves as a learner, better understand their learning and growth and feel confident in expressing this to teachers and parents/carers who value their views and opinions. Giving students the ability to influence their learning through collaborative decision-making engages them as educational decision-makers. Children and young people with higher resiliency are more likely to thrive in learning and achieve greater educational outcomes.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.	Building Practice Excellence	Consistently embed an agreed whole-school instructional model across all curriculum areas and classrooms.	<p>Each student to make at least one Victorian Curriculum level of learning progress in each school year during the Strategic Plan period in English and Mathematics (as measured by teacher judgement and other school assessments identified in the school assessment continuum/schedule).</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to consistently show:</p> <ul style="list-style-type: none"> 25 per cent or more of students making high relative gain. 25 per cent or less of students making low relative gain. <p>Extension targets (for extending students already performing above expected standards):</p> <ul style="list-style-type: none"> Increases based on a ten per cent increase in percentages of Year P-6 students receiving A and B grades on individual English language modes/Mathematics Strands (teacher judgements):

			<table border="1"> <thead> <tr> <th>English language mode / Mathematics Strand</th> <th>Average % 2014-2016</th> <th>10% increase (=Average*1.1)</th> </tr> </thead> <tbody> <tr> <td>Reading and Viewing</td> <td>54%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>45%</td> <td>49%</td> </tr> <tr> <td>Speaking and Listening</td> <td>37%</td> <td>41%</td> </tr> <tr> <td>Measurement & geometry</td> <td>38%</td> <td>41%</td> </tr> <tr> <td>Number & algebra</td> <td>47%</td> <td>51%</td> </tr> <tr> <td>Statistics & probability</td> <td>35%</td> <td>39%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Increasing the percentage of Year 3 and 5 students assessed in the top two NAPLAN Bands for their year levels in Reading, Writing and Numeracy. Increases based on a ten per cent increase in percentages of Year 5 students in the top two NAPLAN Bands: <table border="1"> <thead> <tr> <th>NAPLAN dimension</th> <th>Average % 2014-2016</th> <th>10% increase (=Average*1.1)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>32%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Zero percent of Year 3 and 5 students at or below the National Minimum Standards (bottom two NAPLAN Bands). 	English language mode / Mathematics Strand	Average % 2014-2016	10% increase (=Average*1.1)	Reading and Viewing	54%	60%	Writing	45%	49%	Speaking and Listening	37%	41%	Measurement & geometry	38%	41%	Number & algebra	47%	51%	Statistics & probability	35%	39%	NAPLAN dimension	Average % 2014-2016	10% increase (=Average*1.1)	Reading	39%	42%	Writing	21%	23%	Numeracy	29%	32%
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		Continue to use PLCS, PLTs and other collaborative professional learning approaches to support teachers in building their capacity (Practice Excellence) to consistently implement the school's Instructional Model.																																		
		Review leadership structure and develop an effective and staff endorsed distributive instructional leadership model.																																		
		Enhance efforts and arrangements that promote increased opportunities and learning success for every student through partnerships involving students, teachers, families and other stakeholders (community, DET regional, businesses,)																																		
To ensure every student becomes an engaged, confident, motivated and independent self-regulated learner who challenges themselves to advance their achievements.	Empowering students and building school pride.	Activate student voice, leadership and agency in own learning (FISO essential element #4)	<ul style="list-style-type: none"> Attain eighty-five per cent or greater positive responses to the measures of: (Attitudes to School survey data). <ul style="list-style-type: none"> Stimulated Learning, Learning Confidence, Motivation and Interest, Self-regulation and Goal Setting. Attain eighty per cent or greater positive responses to the measures of: <ul style="list-style-type: none"> Student Voice and Agency. 																																	
To develop resilient students who display growth mindsets, behaviours and attitudes that reflect the school values.	Health and wellbeing.	Develop a consistent whole-school approach to health, wellbeing and inclusion (FISO essential element #5)	<ul style="list-style-type: none"> Maintain Student Safety and Bullying at 90% or greater (Attitudes to School survey data). 																																	