

# School Strategic Plan 2021-2025

Manifold Heights Primary School (4224)



Submitted for review by Christian Smith (School Principal) on 06 June, 2022 at 01:09 PM

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# School Strategic Plan - 2021-2025

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<b>School vision</b>	<p>At Manifold Heights Primary School, we aim to create a learning environment where all students feel safe, happy and included. We understand that students have a range of skills and abilities, catering for individual needs through curriculum that is both differentiated and inclusive. All students are encouraged to achieve their personal best. Parents are valued as partners in their child's education and work together with staff to ensure that all students are successful. Literacy, Numeracy and Wellbeing are specifically targeted, with an emphasis on a whole school approach to planning and learning. Manifold Heights PS staff are dedicated and professional. We expect high standards from staff and students and constantly strive for higher levels of achievement.</p> <p>Our school motto is: Unleashing potential</p>
<b>School values</b>	<p>At Manifold Heights Primary School, we are committed to a whole child approach to education by ensuring all students feel safe, valued and included, so that they can learn effectively and reach their full potential.</p> <p>Our values provide a foundation for building social responsibility and a sense of belonging through collaboration between students, family, school and the wider community. Our school values are:</p> <ul style="list-style-type: none"><li>- Respect: Respectful Rocky</li><li>- Responsibility: Responsible Ronnie</li><li>- Safety: Safe Sally</li></ul> <p>The School motto is: Unleashing potential.</p>
<b>Context challenges</b>	<p>The school curriculum is based on the Victorian Curriculum, delivering strong academic achievement with a strong focus on literacy and numeracy. We use an integrated inquiry approach to curriculum planning that links curriculum content across different subjects in meaningful ways for our students. The school offers specialist programs in the Performing Arts, Visual Arts/LOTE (Indonesian), Science and PE. All students in Year 5 and 6 are involved in the Inter School Sports program.</p> <p>Our school revolves around creating opportunities for excellence for each student. Our Year 6 graduates are effective learners, innovators and critical thinkers who are prepared for the challenges of secondary schooling. Our professional and caring staff continually strive to improve student outcomes by using evidenced-based teaching strategies to inform their practice. They provide</p>

	<p>individualised approaches to foster each student’s academic and social development.</p> <p>A significant proportion of our students reside outside our designated neighbourhood catchment area, suggesting the school to be one of choice for many families. An enrolment policy is now in place to ensure that enrolments do not exceed our accommodation capacity. Each year the school can accommodate three new Prep classes, which was again achieved in 2021. There are a number of other government primary schools within close proximity and our adjusted designated neighbourhood catchment area caters for the expansion of the Fyansford Estate (old Cement Works).</p> <p>In 2021 we had 19 classes – three at each of Prep, Grade 1 and Grade 2 levels; five composite Grade 3/4s and five composite Grade 5/6s.</p> <p>Our School Council maintains a focus on strategic planning and policy development, together with support for fundraising and have an agreed process and criteria to ascertain the relevance and merit of targeted funding to projects.</p> <p>The review panel found that whilst there was evidence of some differentiation in curriculum planning and learning activities, the achievement data highlighted the scope for a focus on point of need teaching across the levels. Teachers appreciate the provision in the timetable to work collaboratively as a team for PLT’s, however there is scope to examine how effective practices can be further developed. This was raised by the panel as a means of prioritising the work of PLCs and the agenda. The Panel concluded that there was scope for the school to develop and implement the student voice and agency model within the learning program. The opportunity exist to revise the whole school Instructional Model and agreed lesson structures, to develop a whole school approach to Wellbeing including SWPBS, Respectful Relationships and aspects of Berry Street and explore avenues to enhance student agency and voice.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The School Reviw Panel recommends the following key directions for the next School Strategic Plan:</p> <ol style="list-style-type: none"> <li>1. Teacher Collaboration and Data Literacy - to improve Literacy and Numeracy outcomes for all students, particularly in the area of Writing and Spelling.</li> <li>2. Wellbeing - to enhance the health and wellbeing of all students.</li> <li>3. Pedagogy/Teaching and Learning/Voice/Agency/Leadership - to embed a whole school approach to student voice and agency.</li> </ol>

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<b>Goal 1</b>	To improve learning outcomes in literacy and numeracy for all students.
<b>Target 1.1</b>	<p>Learning outcomes - NAPLAN bands</p> <p>By 2025, increase the percentage of students achieving in the top two bands in:</p> <ul style="list-style-type: none"><li>• Year 3 writing from 51% (2021) to 56%</li><li>• Year 3 numeracy from 43% (2021) to 45%</li><li>• Year 5 writing from 14% (2021) to 25%</li><li>• Year 5 numeracy from 19% (2021) to 29%.</li></ul> <p>By 2025, increase the percentage of students maintaining achievement in the top two bands (Year 3-5) in:</p> <ul style="list-style-type: none"><li>• Writing from 25% (2021) to 31%</li><li>• Numeracy from 44% (2021) to 47%.</li></ul>
<b>Target 1.2</b>	<p>Learning outcomes - NAPLAN benchmark growth</p> <p>By 2025, increase the percentage of students above benchmark growth in:</p> <ul style="list-style-type: none"><li>• Writing from 15% (2021) to 21%</li><li>• Spelling from 13% (2021) to 20%</li><li>• Numeracy 27% (2021) to 29%.</li></ul>

<p><b>Target 1.3</b></p>	<p>Learning outcomes - teacher judgement</p> <p>By 2025, increase the percentage of students from Foundation to Year 6 achieving above age expected level using norm referenced triangulated data sets in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 37% (2021) to 42%</li> <li>• Writing from 24% (2021) to 32%</li> <li>• Measurement and Geometry from 26% (2021) to 31%</li> <li>• Statistics and Probability from 19% (2021) to 24%.</li> </ul>
<p><b>Target 1.4</b></p>	<p>Staff opinion – School Staff Survey</p> <p>By 2025, increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration from 64% (2021) to 72%</li> <li>• Professional learning through peer observation from 58% (2021) to 65%</li> <li>• Instructional leadership from 55% (2021) to 68%</li> <li>• Moderate assessment tasks together from 58% (2021) to 78%</li> <li>• Understand how to analyse data from 74% (2021) to 82%</li> <li>• Staff professional safety from 63% (2021) to 69%</li> <li>• Use pedagogical model from 79% (2021) to 85%</li> <li>• Guaranteed and viable curriculum from 72% (2021) to 78%.</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Review and embed an agreed whole school instructional model.</p>

<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop and embed structures and processes to support teacher collaboration and consistency in curriculum planning, delivery and assessment.</p>
<p><b>Key Improvement Strategy 1.c</b> 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</p>	<p>Embed instructional leadership including roles, team structures and processes.</p>
<p><b>Goal 2</b></p>	<p>To enhance the health and wellbeing of all students.</p>
<p><b>Target 2.1</b></p>	<p>Student opinion - AtoSS</p> <p>By 2025, increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation from 72% (2021) to 75%</li> <li>• Resilience from 9% (2021) to 18%.</li> </ul>
<p><b>Target 2.2</b></p>	<p>Parent opinion – POS</p> <p>By 2025, increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• Not experiencing bullying from 66% (2021) to 72%</li> <li>• Managing bullying from 71% (2021) to 79%</li> <li>• Student connectedness from 81% (2021) to 87%</li> <li>• Positive transitions from 71% (2021) to 79%</li> </ul>

	<ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 76% (2021) to 83%.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further develop purposeful partnerships with parents and carers to enhance student learning, health and wellbeing.
<b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop an integrated whole school approach to student wellbeing and inclusion.
<b>Goal 3</b>	To strengthen student engagement.
<b>Target 3.1</b>	Student opinion - AToSS  By 2025, increase the percentage of positive endorsement for the factors: <ul style="list-style-type: none"> <li>• Student voice and agency from 66% (2021) to 70%</li> <li>• Stimulated learning from 78% (2021) to 83%</li> <li>• Self-regulation and goal setting from 86% (2021) to 89%</li> <li>• Differentiated learning challenge from 78% (2021) to 86%.</li> </ul>
<b>Target 3.2</b>	Staff opinion – School Staff Survey  By 2025, increase the percentage of positive endorsement for the factor:

	<ul style="list-style-type: none"> <li>• Trust in students and parents from 78% (2021) to 81%.</li> </ul>
<b>Target 3.3</b>	<p>Student attendance:</p> <ul style="list-style-type: none"> <li>• Reduce the number of average days absent per student from 16.0 days (2018-2020) to 14.5 days (2022-2025)</li> <li>• Reduce the percentage of students with more than 20 days absent from 25% (2019) to 18% (2025).</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	To embed a whole school approach to student voice and agency.
<p><b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop processes to build student leadership capacity.