**School Strategic Plan 2022-2026**

Manangatang P-12 College (6235)



Submitted for review by Natalie Mouvet (School Principal) on 22 October, 2022 at 12:31 PM
Endorsed by Joseph Summerhayes (Senior Education Improvement Leader) on 01 December, 2022 at 06:59 AM
Endorsed by David McNicol (School Council President) on 20 December, 2022 at 03:45 PM

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| School vision | Manangatang P-12 College provides a supportive, equitable and inspiring environment where we are empowered to embrace learning and fairness, enhance our talents and achieve our personal best. We aim to build social, emotional and physical well-being. In partnership with the community, we are encouraged to contribute as global citizens who acknowledge human rights and are positive members of society.  |
| School values | Our core school values can be outlined as:Relationships - Building trust through kindness, inclusion and communication.Respect- demonstrate appreciation and a positive regard for ourselves, others, our College and our community.Responsibility- Ownership of the impact that our actions have on ourselves, others, our community and environment.Resilience- Persistence when faced with challenges. |
| Context challenges | Manangatang P-12 College is located at Manangatang in the Mallee region of north-west Victoria, 412 kilometres from Melbourne. The township has a population of approximately 479 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 63.6 students, with about half of the students living outside the traditional 30km radius catchment area. Over the past four years enrolments declined by 25 students. Enrolments have declined by 48 students from 2009-2018. The Student Family Occupation Education index was 0.4263 in 2022. 28% of our families receive equity funding. 17% of students identify as Aboriginal. 60% of students have a barrier to learning. Disability Inclusion support is being provided to all staff beginning in 2022 and continuing until the end of 2022. One student is identified as living out of home. The staffing profile of Manangatang P-12 College includes a Principal, two Lead Teachers, a Learning Specialist 12.5 teachers, and 4.3 full time equivalent Education Support (ES) staff.The school partners with Robinvale College, Ouyen P-12 Secondary College, Tyrrell P-12 College schools in a reciprocally beneficial arrangement to provide a broader range of subject offerings at Victorian Certificate of Education (VCE). The school delivers and receives and delivers subjects via Webex. Where possible Vocational Education and Training (VET) subjects are provided in partnership with Sunitafe (Swan Hill and Robinvale). Manangatang P-12 College also partners with Murrayville, Robinvale and Ouyen P-12 College’s to provide camps, excursions and other curricular and extra curricular activities. |
| Intent, rationale and focus | Intent: Improve the learning growth and achievement of all studentsRationale:The Panel found that the school’s achievement and learning growth data indicated that, in some areas of the school, almost all students had achieved at, or above, expected levels in their learning. It noted that this growth and achievement decreased as students progressed through the school. The Panel recommended that an emphasis on the use of data, the implementation of whole-school evidence-based approaches, and increased consistency in the use of high impact strategies be key improvement strategies for the next four years.Focus: Teaching and Learning, LeadershipIntent: Improve all students’ wellbeing and engagement in learningRationale:The Panel agreed that the school had strategies in place that offered students voice and leadership. It agreed that while some teachers provided effective feedback and offered a range of inclusive supports for learning, there was a high level of inconsistency across the school.Focus: Engagement |

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| Goal 1 | Improve the learning growth and achievement of all students |
| Target 1.1 | By 2026, the proportion of Years 1-10 students making the expected  or above- expected learning growth in the Victorian Curriculum as assessed by Teacher Judgements over a 12 month period will increase: * In Reading and Viewing from 72.5 per cent in 2021 to 85 per cent
* In Speaking and Listening from 76.8 per cent in 2021 to 85 per cent
* In Writing from 61.9 per cent in 2021 to 85 per cent
* In Number and Algebra from 85 per cent in 2021 to 85 per cent
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| Target 1.2 | By 2026, increase the positive endorsement on the Attitudes to School Survey in the following variables:* Effective teaching time – from 55 percent (2021) to 70 percent
* Differentiated learning challenge – from 53 percent (2021) to 70 percent
* Stimulated learning – from 50 percent (2021) to 70 percent
* Effort – from 60 percent (2021) to 70 percent
* High expectations for success – from 60 percent (2021) to 70 percent.
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| Target 1.3 | By 2026, increase the positive endorsement levels on the School Staff Survey in the following measures:* Guaranteed and viable curriculum – from 54 percent (2021) to 75 percent
* Academic emphasis – from 25 percent (2021) to 50 percent
* Collective focus on student learning – from 61 percent (2021) to 75 percent
* Visibility (School Leadership) – from 36 percent (2021) to 60 percent
* Understand how to analyse data (Evaluation) – from 30 percent (2021) to 60 percent.
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| Target 1.4 | By 2026, reduce the proportion of students achieving in the NAPLAN Bottom Two Bands in Numeracy as shown:Please note – 25 percent is considered indicative of one or less students, depending on cohort size in the next reviewed year.* Year 5 – from 75 percent (2021) to less than 25 percent
* Year 7 – from 50 percent (2021) to less than 25 percent
* Year 9 – from 43 percent (2021) to less than 25 percent.
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| Key Improvement Strategy 1.aThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment  | Build a culture of reflective practice, collaboration and high expectations for all staff and students |
| Key Improvement Strategy 1.bDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  | Embed structures and practices that assure all students’ learning progression and strengthen learning pathways from Foundation to Year 12 |
| Key Improvement Strategy 1.cDocumented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs  | Develop evidence-based best practice in curriculum planning and pedagogy across the school |
| Goal 2 | Improve all students’ wellbeing and engagement in learning |
| Target 2.1 | VCE/VCE-VM/VPC Completion - Achieve a 100 percent completion level for students who commence their senior secondary certificate course, from 77 percent (VCAL completion in 2020). |
| Target 2.2 | By 2026, increase the positive endorsement on the Attitude to School Survey in the following variables:* Teacher concern – from 46 percent (2021) to 60 percent or above
* Motivation and interest – from 50 percent (2021) to 65 percent or above
* Sense of confidence – from 46 percent (2021) to 65 percent or above
* Student voice and agency – from 47 percent (2021) to 60 percent or above
* Self-regulation and goal setting – from 56 percent (2021) to 65 percent or above.
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| Target 2.3 | By 2026, increase the positive endorsement on the Parent Opinion Survey in the following variables:* School communication – from 63 percent (2021) to 75 percent or above
* Not experiencing bullying – from 56 percent (2021) to 70 percent or above.
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| Key Improvement Strategy 2.aActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school  | Strengthen school-wide approaches to student wellbeing |
| Key Improvement Strategy 2.bActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school  | Empower students as engaged and active learners |