School Strategic Plan 2018-2022

Mitcham Primary School (2904)

Submitted for review by Erin Norman (School Principal) on 14 February, 2019 at 10:57 AM
Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 14 February, 2019 at 11:34 AM
Awaiting endorsement by School Council President

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School vision	Mitcham Primary School's vision is to create Thinkers, Learners, Leaders. Mitcham Primary School's core purpose is to promote the development of active thinkers with communication and technology skills for the future. We • encourage children to become life-long learners who see learning as engaging and critical to their development; • foster the natural curiosity of children by encouraging inquiry and independence; • develop critical and analytical thinking through problem-solving and decision-making activities; • enhance creativity through open ended activities involving the manipulation of materials and ideas; • develop student leadership and team skills by encouraging tolerance, respect and co-operation in a multi-cultural context; • achieve high standards in all learning areas; • prepare students to make a positive contribution as thinking participants in citizenship of Australia; • prepare children to be resilient in embracing ongoing change.
School values	Mitcham Primary School's values are Respect, Confidence, Getting Along, Persistence, Organisation and Resilience.
Context challenges	The self-evaluation and review process has highlighted the potential for greater consistency of approach to curriculum planning, teaching and learning and assessment in literacy and numeracy, also identified was evidence of conservative recognition of learning gain, this was particularly evident in Speaking and Listening results. Mitcham Primary School has a whole school instructional model (GANAG - Jane Pollock), this model allows an opportunity for authentic student involvement, however, the understanding and application of student voice and agency are inconsistent across the school. As a school, we will need to develop the language for students to better articulate success criteria for individual goals and learning intentions. Mitcham Primary School is very cosmopolitan with the students' families speaking 43 languages at home and 56.4% of the students coming from Language Background Other Than English. 55% of the children are funded EAL students with 39.5% of the children coming from a home where English is not spoken. From our self-evaluation and review, we recognise we would like to explore students' awareness of learning characteristics and expressions of confidence and how cultural gender expectations may be impacting on our female students'.
Intent, rationale and focus	Given the context and findings from our self-evaluation and review, Mitcham Primary School will endeavour to: 1. Improve the literacy and numeracy outcomes of all students. This is important as we noticed a disparity in Teacher Judgement and

NAPLAN, particularly with reference to high growth in the top two bands in both Literacy and Numeracy. In considering assessment processes, it has been identified that we need to continue teacher development in formative assessment and differentiation in teaching and learning, including a better understanding of the ways we can further challenge and stretch student achievement and best use planning documentation. We hope to address this in our Strategic Plan by developing scope and sequence documents for English and Mathematics and by building teacher capacity to utilise data literacy including moderation and a range of assessment strategies to teach to student's point of learning.

2. Improve student engagement, voice and agency in their learning. It was observed that although students participated in goal setting it was an area that needed further development. If students understand themselves as learners then they are better able to manage and monitor their own learning, develop independence and confidence and achieve improved learning outcomes. Equally, if teachers provide clear learning intentions that are deconstructed with students and effective feedback and success criteria then students can answer the questions: Where am I going? How am I doing? Where to next? We hope to address this in our Strategic Plan by exploring, developing and implementing feedback strategies to support students to take ownership of their own learning.

3. Improve student wellbeing. This is important because we noticed a gender imbalance in the domain area of Learner Characteristics and Disposition: Motivation and Interest, Resilience, Self-Regulation, Goal Setting, and Sense of Confidence.
We hope to address this in our Strategic Plan by exploring a whole school approach to improving student resilience and increasing parent engagement with the school and their child's learning development.

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Goal 1	To improve literacy and numeracy outcomes of all students
Target 1.1	Teacher Judgement • By 2022, 95% of students to be at or above expected levels in relation to either the Victorian Curriculum, the EAL Continuum or their Individual Learning Plans.
Target 1.2	Data Sets • By 2022 there will be maintenance of students in the top two bands in Years 3 and 5 in NAPLAN as reflected in A.I.P. targets. • By 2022 relative growth for matched cohort results will show a decrease in the number of students recording low growth and an increase in the number of students attaining medium and high growth. • For each year of the 4-year Strategic Plan for all students to make one year's growth (or growth as determined by their Individual Learning Plan) as measured by the progression points in Essential Assessment in Mathematics and Reading.
Key Improvement Strategy 1.a Instructional and shared leadership	Establish shared leadership to engage, inspire and motivate all learners, in a climate of collaboration, self and collective responsibility.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capability to utilise data literacy including moderation and a range of assessment strategies to teach to a student's point of learning.

Key Improvement Strategy 1.c Building practice excellence	Consolidate the capacity of all staff to consistently deliver the whole school instructional model and high impact teaching strategies.
Goal 2	To improve student engagement, voice and agency in their learning
Target 2.1	By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 80 per cent: • Learner characteristics and dispositions domain: Learning confidence/sense of confidence; Self-regulation and goal setting. • Social engagement domain: Student voice and agency.
Target 2.2	By 2022 the percentage of parents responding positively to the student agency and student voice measures contained in parent surveys, to be at or above 85 per cent.
Key Improvement Strategy 2.a Empowering students and building school pride	Explore and develop best practice strategies to increase student voice and agency at the school and classroom level, to empower students to take ownership of their own learning.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build a rich, relevant and challenging and stimulating learning environment that promotes independence and self-directed inquiry.
Goal 3	To improve student wellbeing

Target 3.1	By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 80 per cent: • Learner Characteristics and Dispositions domain: Resilience measure • School Safety domain: Managing Bullying measure • Teacher-Student Relations domain: Teacher Concern measure
Target 3.2	By 2022 the percentage of parents responding positively to the student confidence and resilience skills measures contained in parent surveys, to be at or above 90 per cent. By 2022 the percentage of parents responding positively to parent participation and involvement; school communication and teacher communication measures contained in parent surveys, to be at or above 80 per cent.
Key Improvement Strategy 3.a Health and wellbeing	Implement a whole school approach to improving student resilience.
Key Improvement Strategy 3.b Parents and carers as partners	Increase parent engagement with the school and their child's learning development.
Key Improvement Strategy 3.c Health and wellbeing	Create an environment where teachers know students and all individuals respect each other.