



**Mitcham Primary School  
Strategic Plan 2005 – 2009  
Learners, Leaders, Thinkers**

**Core Purpose**

Mitcham Primary School promotes the development of active thinkers with communication and technology skills for the future.

**Aims**

**Our school strives to:**

- encourage children to become life-long learners who see learning as fun 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

**Mission Statement**

**We will seek student growth and development by:**

- providing innovative and challenging teaching;
- catering for different learning styles;
- individualization of learning programs through a broad-based stimulating curriculum;
- encouraging success in a positive environment;
- fostering the acquisition, integration and development of higher order skills in all learning areas;
- developing students in the intellectual, physical, ethical and emotional domains;
- giving every child a sense of self-belief and confidence;
- providing the best possible access to learning technologies in the school programs.

**Commitment**

**We are committed to creating a learning community in partnership with our school community by:**

- creating broad opportunities and learning links between school, home, other educational institutions and the community;
- celebrating achievements, success and effort;
- maintaining a high level of teacher effectiveness through ongoing professional development and learning;
- embracing learning technologies as a learning and teaching tool.

**Values and qualities**

**We will inculcate the following values and qualities in all our students:**

Confidence	Courage	Doing your best	Friendship
Getting along	Honesty	Kindness	Organisation
Patience	Persistence	Resilience	Respect
Responsibility	Sharing	Teamwork	Tolerance

The definition of these values and qualities appears in Appendix 1.

Signed: \_\_\_\_\_  
School Council President      Principal      Regional Director

## **Environmental Analysis**

### **School Background**

Mitcham Primary School is in a well established eastern Melbourne suburb, with a very diverse population, including around 45% of its families having a non English Speaking Background. The two focuses of the school are student achievement and staff development which are clearly related and help drive each objective. Enrolments are rising with the influx of young families into the area.

### **Special Programs and Features**

The school has many special and unique programs for the students. These include the Robotics program, a comprehensive instrumental music program, choir, and the provision of a large number of specialist programs (Music, Art, Physical Education, Indonesian and Library studies). The Art program includes digital elements. Two literacy intervention programs assist children with reading difficulties. The school has provided new classroom furniture across the school and is installing interactive whiteboards across the school. There are strong ESL programs in the school. All staff play Mozart in classrooms. The school is the only Victorian government school with a Montessori stream, which is predicted to expand during the Strategic Plan period to at least four classes. There is a Toddler Kindy Gymbaroo on site. Each child has an e-portfolio and an Individual Learning Plan. Discovery learning forms the basis of most classroom programs. A number of cross age programs operate in the school, and the school has excellent Transition programs in operation. OzInterBiz have increased the range of expertise in the ICT area, which is one of Mitcham Primary School great strengths. The school was the first in the East of Melbourne to introduce the You Can Do It program in 2000. A tennis program caters for a substantial number of children. The school has established exchange programs with Arthur Street School in Dunedin and Mellons Bay School in Auckland, an area for development during the life of the Strategic Plan.

### **Facilities and Resources**

The school's buildings are in excellent condition with a number of features which are unusual in government schools. The school possesses an outstanding Multi-Purpose facility, funded in part by a school run Co-operative. There is an enormous emphasis in the provision of comprehensive ICT facilities for the children, with two major computer facilities in timetabled use. Each class room has access to a smaller ICT laboratory and each teacher has been provided with a video capable digital camera. Five major building projects have been undertaken in the last six years with further buildings planned. The school continues to expand the display space for students' work around the school.

### **Grounds and Amenities**

The school reconstructed all its asphalt play space, all pathways and surface drains in 2003 and constructed two Plexi-Pave Tennis Courts in 2004. Two huge asphalt areas cater for a large range of major and minor games. Recently, lighting towers were erected by the City of Whitehorse, enabling night time netball practice. Modern play equipment has been provided for the children. The school has erected a security fence around the external boundary of the school and made a great effort to improve the attractiveness of the school's external appearance with planting and landscaping programs.

### **Staff**

The school is strongly committed to staff development. Mitcham PS has a dedicated, hardworking and caring staff team. All staff are trained in the Intel Teach to the Future program, and all staff are provided with a note book computer. There is a leading practice Induction and Mentoring program available to incoming staff members. All teachers are first aid trained. The staff prides itself in being at the forefront of educational practice and the school regularly exceed both state and like school group average achievement in literacy and numeracy. There is a strong emphasis in the implementation of the Thinking curriculum.

### **School Council and Community Support**

The School Council strongly supports the work of the Administration, and funds innovative programs and practices which will improve student learning outcomes. There is a very large group of trained parent classroom helpers. The school has established community partnerships with a variety of organisations including Philip Webb, Ford Australia, Mitcham and Manningham Rotary Clubs, Mitcham Lions Club, and the Mitcham Baptist Church. Mr Bruce Atkinson, Member for Koonung Province sponsors and presents the student of the month awards. The Parents Teachers and Friends Association also provides assistance to the work of the school. Parents offer support with canteen, uniform sales, excursions, working bees, Robotics and an a variety of other ways.

	<b>Student Learning Outcomes</b>	<b>Student Engagement and Well-being</b>	<b>Student Pathways and Transitions</b>
<b>Goals</b>	<ul style="list-style-type: none"> <li>To move from the differentiated curriculum approach in classrooms to <b>Individualized Learning (IL)</b> with an emphasis on <i>Inquiry-based learning</i>.</li> <li>To implement the <b>Thinking Curriculum</b> as the basis of the school's curriculum in all classrooms across the school.</li> </ul>	<ul style="list-style-type: none"> <li>To enhance <b>student engagement</b> with schooling, for all students, with a particular emphasis on Year 5 and 6 children.</li> </ul>	<ul style="list-style-type: none"> <li>To improve the <b>preschool to school transition</b> program</li> </ul>
<b>Targets</b>	<ul style="list-style-type: none"> <li>All Years Prep to 6 embed Individualized Learning in their class planning and program (including Individual Learning Plans)</li> <li>All students in years Prep to 6 have established individualised learning in their daily classroom practice.</li> <li>All students' dominant and least preferred learning styles will be identified using age appropriate assessment tools.</li> <li>All students collaborate in a learning partnership in the development of their Individual Learning Plans and taking into account their preferred learning styles.</li> <li>80% of students Prep to Year 6 apply a broad range of Thinking Skills in accordance with MPS Thinking Skills Scope and Sequence Chart</li> <li>The average improvement in Numeracy and Literacy achievement over the two year curriculum cycle be equivalent to one VELS (CSF) level for all students, excluding children who are deemed not capable.</li> </ul>	<ul style="list-style-type: none"> <li>To achieve a 20% reduction in the number of male students disagreeing with the connectedness with school and peers in Years 5 and 6 by 2009.</li> <li>To improve the positive self-esteem of Year 5 and 6 students in the lowest quartile to a higher quartile as measured in the annual Attitudes to Schools Survey by 2009.</li> </ul>	<ul style="list-style-type: none"> <li>To have 75% of new Prep students attend at least 50% of transition sessions offered by 2009.</li> <li>To achieve a minimum 50% attendance at parent information sessions run by the school prior to the commencement of the new year</li> <li>To develop a battery of assessment tasks to assist with Transition at other stages e.g. Grade 2 to Grade 3.</li> </ul>
<b>Key Improvement Strategies</b>	<ul style="list-style-type: none"> <li>Develop quality parent teacher and student conferences to implement individual student goals and plans</li> <li>Develop individualised teaching and learning principles and programs catering for dominant learning styles in all VELS strands</li> <li>Develop a thinking oriented and inquiry based approach to cater for students interests and learning styles</li> <li>Provide ongoing professional development in individualised learning</li> <li>Support students to be autonomous learners who have a positive attitude towards themselves and to learning</li> <li>Develop guidelines for the promotion and distribution of transition details and parent information meetings</li> <li>Develop a school-based questionnaire for parents of Prep students new to the school, seeking information on the good features and areas needing improvement in the transition program.</li> </ul>		

KEY IMPROVEMENT STRATEGIES	2005/6 Year 1	2007 Year 2	2008 Year 3	2009 Year 4
<p>Develop quality parent teacher and student conferences to implement individual student goals and plans</p>	<ul style="list-style-type: none"> <li>• Establish a professional learning team to lead the whole school implementation of the key strategy</li> <li>• Review our assessment and reporting practices with regards to individualised learning and VELs</li> <li>• Review and develop individual learning plans pro forma</li> <li>• Implement a SMART goal setting program for students</li> <li>• Establish individual learning goals for students and record in student portfolios in collaboration with teachers and parents with ILPs to be sequential, filed and monitored</li> <li>• Involve students in self assessment</li> <li>• Implement learning conferences with students, teachers and parents midyear</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor new staff on individualised learning, goal setting and student conferencing</li> <li>• Conduct a Parent Information evening with a focus on how the individualised learning program benefits students and the learning partnership between home and school</li> <li>• Conduct learning conferences with students, teachers and parents terms 1 and 3</li> <li>• Education sub-committee in conjunction with the professional learning team to promote individualised learning within the wider community</li> <li>• Promote individualised learning to the wider community during Education Week</li> <li>• Promote individualised learning challenges on Open Day 2007</li> <li>• Implement assessment and reporting practices with a regard to individualised learning and VELs</li> <li>• Link You Can Do It program with student goal setting and achievement</li> <li>• Continue to develop a SMART goal setting program with students</li> <li>• Provide PD for staff on individualised learning and student conferencing – ongoing</li> <li>• Consult with the school community on school reporting practices focussing on individualised learning and learning plans</li> <li>• Develop assessment and reporting practices reflecting individualised learning</li> <li>• Conduct a parent survey re student learning conferences, goal setting and individual learning plans</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor new staff on individualised learning, goal setting and student conferencing</li> <li>• Conduct a Parent Information evening with a focus on how the individualised learning program benefits students and the learning partnership between home and school</li> <li>• Facilitate learning conferences with students, teachers and parents terms 1 and 3</li> <li>• Education sub-committee and professional learning team to promote individualised learning within the wider community, particularly through Education Week</li> <li>• Promote individualised learning through thinking skills and inquiry based learning on Open Day 2008</li> <li>• Review action plan for 2008</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor new staff on individualised learning, goal setting and student conferencing</li> <li>• Conduct a Parent Information evening with a focus how the individualised learning program benefits students and the learning partnership between home and school</li> <li>• Facilitate learning conferences with students, teachers and parents terms 1 and 3</li> <li>• Review four year development of individualised learning, goal setting and student conferencing programs and procedure</li> </ul>

KEY IMPROVEMENT STRATEGIES	2005/6 Year 1	2007 Year 2	2008 Year 3	2009 Year 4
<p>Develop individualised teaching and learning principles and programs catering for dominant learning styles in all VELs strands</p>	<ul style="list-style-type: none"> <li>• Identify tools to assess dominant and non preferred learning styles</li> <li>• Assess for dominant and non preferred learning styles</li> <li>• Establish a planned resource rich environment to cater for individualised learning</li> <li>• Development of processes to give children time to complete tasks and experience success</li> <li>• Structure the learning environment to allow children to return to unfinished work</li> </ul>	<ul style="list-style-type: none"> <li>• Review action plan for 2007</li> <li>• Use tools to monitor and review learning styles</li> <li>• Assess new students for preferred and non-preferred learning styles</li> <li>• Begin to track individual students to compile data</li> <li>• Develop sequential learning programs to cater for individualised learning incorporating all VELs strands.</li> <li>• Develop and teach techniques and skills e.g. questioning, researching, collating and utilising information, presenting, evaluating</li> <li>• Provide a range of activities to cater for self-paced and self motivated learning</li> <li>• Build on resources to ensure environment is maintained and enhanced</li> <li>• Design and trial timetable to cater for investigation's findings</li> </ul>	<ul style="list-style-type: none"> <li>• Use tools to monitor and review learning styles</li> <li>• Assess new students for preferred and non-preferred learning styles</li> <li>• Continue to track individual students to compile data</li> <li>• Develop sequential learning programs to cater for individualised learning incorporating all VELs strands.</li> <li>• Teach techniques and skills e.g. questioning, researching collating information and utilising information, presenting, evaluating</li> <li>• Monitor and continue purchase of resources to ensure environment is maintained and enhanced</li> <li>• Revise and implement timetable.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate tools</li> <li>• Assess new students for preferred and non-preferred learning styles</li> <li>• Compare, collect and evaluate data for preferred and dominant learning styles</li> <li>• Review sequential learning programs to ensure that they cater for individualised learning incorporating all VELs strands.</li> <li>• Review techniques and skills e.g. questioning, researching collating information and utilising information, presenting, evaluating</li> <li>• Access resources to ensure environment is maintained and enhanced</li> </ul>

KEY IMPROVEMENT STRATEGIES	2005/6 Year 1	2007 Year 2	2008 Year 3	2009 Year 4
<p>Develop a thinking oriented and inquiry based approach to cater for students interests and learning styles</p>	<ul style="list-style-type: none"> <li>• Develop staff skill matrix in thinking curriculum and inquiry based learning.</li> <li>• Collect and collate baseline data of staff skills with thinking curriculum and inquiry based learning.</li> <li>• Establishing school based coaching and mentoring programs in thinking curriculum and inquiry based learning.</li> <li>• Review and develop our thinking skills scope and sequence.</li> <li>• Devise tools for measuring student thinking skills.</li> <li>• Develop Student Thinking Skills Matrix for P - 6</li> <li>• Collect student baseline data.</li> <li>• Develop specific set of tools to facilitate inquiry based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing professional development and mentoring of thinking curriculum and inquiry based learning skills.</li> <li>• Develop planners to incorporate inquiry based learning and VELs.</li> <li>• Continue school based coaching and mentoring programs in thinking curriculum and inquiry based learning.</li> <li>• Implement and modify thinking skills scope and sequence.</li> <li>• Employ tools to measure student thinking skills.</li> <li>• Identify student achievement levels on the Student Thinking Skills Matrix.</li> <li>• Implement and build upon set of tools to facilitate inquiry based learning.</li> <li>• Implement staff skill matrix in thinking curriculum and inquiry based learning.</li> <li>• Monitoring and collating data to ensure progression of staff skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and revise staff skill matrix in thinking curriculum and inquiry based learning.</li> <li>• Monitoring &amp; collating data to ensure progression of staff skills.</li> <li>• Continuing professional development and mentoring of thinking curriculum and inquiry based learning skills.</li> <li>• Implement revised planners to incorporate inquiry based learning and VELs.</li> <li>• Continue school based coaching and mentoring programs in thinking curriculum and inquiry based learning.</li> <li>• Implement and modify thinking skills scope and sequence.</li> <li>• Employ tools to measure student thinking skills.</li> <li>• Incorporate in ILPs student achievement levels on Student Thinking Skills Matrix.</li> <li>• Students and staff collaborate to incorporate inquiry based tools in their ILPs.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing professional development and mentoring of thinking curriculum and inquiry based learning skills.</li> <li>• Continue school based coaching and mentoring programs in thinking curriculum and inquiry based learning.</li> <li>• Implement and modify thinking skills scope and sequence.</li> <li>• Employ tools to measure student thinking skills.</li> <li>• Student and teachers in partnership employ Thinking Skills in the development of their ILPs.</li> <li>• Students independently apply inquiry based tools in their ILPs.</li> </ul>

KEY IMPROVEMENT STRATEGIES	2005/6 Year 1	2007 Year 2	2008 Year 3	2009 Year 4
Provide ongoing professional development in individualised learning	<p><b>Foundational Knowledge STAFF</b></p> <ul style="list-style-type: none"> <li>• Expert Staff/ Consultants provide information on:               <ul style="list-style-type: none"> <li>• Individualised Learning – What is it and how is it best implemented?</li> <li>• Inquiry based learning – What is it and how is it best implemented?</li> <li>• Learning Styles – What are they and how are they assessed?</li> <li>• Incorporating thinking skills into individualised learning (as needed)</li> </ul> </li> <li>• Develop professional development program that caters for the individual needs of each staff member.</li> <li>• Developing student ILPs</li> <li>• Student Conferencing</li> <li>• Work embedded PD – trialling</li> <li>• Record of PD provided and number of staff attending</li> <li>• Staff Survey of understandings</li> </ul> <p><b>PARENTS</b> Parent information and education</p>	<p><b>Building on Knowledge STAFF</b></p> <ul style="list-style-type: none"> <li>• Expert Staff/ Consultants provide information on:               <ul style="list-style-type: none"> <li>• Catering for individual learning styles</li> <li>• Developing individualised programs</li> <li>• Taking Inquiry Based Learning beyond the “acquiring knowledge” stage</li> <li>• Ensure that incoming staff have foundational knowledge</li> <li>• Work embedded PD (implementing)</li> </ul> </li> <li>• Record of PD provided and number of staff attending</li> <li>• Developing and implementing inquiry based units of work (odd year each term)</li> </ul> <p><b>PARENTS</b></p> <ul style="list-style-type: none"> <li>• Parent Training</li> </ul> <p>Parent information</p>	<p><b>Applying STAFF</b></p> <ul style="list-style-type: none"> <li>• Ensure that incoming staff have foundational knowledge</li> <li>• Work embedded PD (implementing)</li> <li>• Developing and implementing inquiry based units of work (even year each term)</li> <li>• Record of PD provided and number of staff attending</li> </ul> <p><b>PARENTS</b></p> <ul style="list-style-type: none"> <li>• Parent Training</li> </ul> <p>Parent information</p>	<p><b>Evaluation STAFF</b></p> <ul style="list-style-type: none"> <li>• Ensure that incoming staff have foundational knowledge</li> <li>• Work embedded PD (implementing)</li> <li>• Modifying Inquiry based units of work</li> <li>• Record of PD provided and number of staff attending over planned period</li> </ul> <p><b>PARENTS</b></p> <ul style="list-style-type: none"> <li>• Parent Training</li> </ul> <p><b>Parent information</b></p>

KEY IMPROVEMENT STRATEGIES	2005/6 Year 1	2007 Year 2	2008 Year 3	2009 Year 4
Support students to be autonomous learners who have a positive attitude towards themselves and to learning	<ul style="list-style-type: none"> <li>• Provision of PD for staff on You Can Do It - resilience and Bounce Back programs</li> <li>• Investigate new resources and programs to promote self esteem</li> <li>• Promote You Can Do It foundations each term</li> <li>• Introduce the resilience component of the You Can Do It program</li> <li>• Begin to identify and track students with low self esteem throughout the school</li> </ul> <p>School values to be introduced as a value of the month for focus by the whole school</p>	<ul style="list-style-type: none"> <li>• Introduction of the Bounce Back program</li> <li>• Staff sharing of strategies to promote self esteem</li> <li>• Promote You Can Do It foundations each term</li> <li>• Mentor new staff in the You Can Do It - Resilience and Bounce Back programs</li> <li>• Identify, track and cater for students with low self esteem throughout the school</li> <li>• Survey school community about the effectiveness of the introduction of the resilience programs</li> <li>• Evaluate Values curriculum</li> </ul> <p>Identify and track students with low self esteem throughout the school</p>	<ul style="list-style-type: none"> <li>• Consolidate resilience programs</li> <li>• Staff sharing of strategies to promote self esteem</li> <li>• Promote You Can Do It foundations each term</li> <li>• Mentor new staff in the You Can Do It - Resilience and Bounce Back programs</li> <li>• Identify, track and cater for students with low self esteem throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>• Review resilience education including Bounce Back and You Can Do It programs</li> <li>• Staff sharing of strategies to promote self esteem</li> <li>• Review You Can Do It foundations each term</li> <li>• Mentor new staff in the You Can Do It - Resilience and Bounce Back programs</li> <li>• Review the effectiveness of the student identification program</li> <li>• Review the effectiveness of the 4 year program in Values curriculum</li> </ul>

KEY IMPROVEMENT STRATEGIES	2005/6 Year 1	2007 Year 2	2008 Year 3	2009 Year 4
Develop guidelines for the promotion and distribution of transition details and parent meetings	<ul style="list-style-type: none"> <li>Establish a transition working party to review current practices with a view to achieving set targets and goals</li> <li>Collect and analyse base line data for attendance at parent information and transition sessions</li> <li>Look at alternative ways of delivering our transition</li> <li>Examine ways of including preschool directresses to attend the parent information sessions</li> <li>Deliver advertising materials to feeder preschools at least three weeks in advance.</li> </ul>	<ul style="list-style-type: none"> <li>Implement working party recommendations</li> <li>Working party to review and make recommendations for 2008</li> <li>Collect and analyse data from attendance at parent information and transition sessions</li> </ul>	<ul style="list-style-type: none"> <li>Implement working party recommendations</li> <li>Working party to review and make recommendations for 2009</li> <li>Collect and analyse data for attendance at parent information and transition sessions</li> </ul>	<ul style="list-style-type: none"> <li>Review the recommendations made by the working party in view of our targets and goals and formulate guidelines for 2010</li> <li>Collect data for attendance at parent information and transition sessions</li> <li>Review the data in view of our targets and goals and formulate guidelines for 2010</li> </ul>

#### Appendix 1 Definitions of Values and Qualities

Confidence	The mental attitude trusting in oneself to achieve and meet the challenges in front of oneself
Getting along communicate.	The capacity to utilize emotional intelligence and understanding others' perspectives, the capacity to work well in groups, co-operate, resolve conflict and
Patience	The demonstration of forbearance, the self-management of impulsiveness, tolerance in the face of adversity.
Responsibility	Preparedness to be morally accountable for one's actions, displaying trustworthiness and reliability
Courage popular.	The display of bravery, for resisting choices an individual knows to be wrong, and the empowerment to choose the morally right course of action even if not
Honesty	The capacity to display veracity, honourable disposition and decency
Persistence	The ability to stick to a difficult challenge
Sharing	The capacity to receive from and give to others
Doing your best	A focus on best possible performance at all times
Kindness	The demonstration of care, affection and friendship towards others
Resilience	The ability to remain calm, positive, even when under duress, optimistic and to "bounce back" after failure to achieve important objectives.
Teamwork	The capacity to work well with others in groups of various sizes
Friendship	The ability to display trust, loyalty and responsiveness towards others
Organisation	The capacity to set and achieve goals working in a systematic planned way, using a written plan
Respect	The display of consideration or regard for others, the display of courtesy and attentiveness towards others
Tolerance	The ability to manage and respect diversity of opinion, thinking behaviour and cultural characteristics