



School Review Report

Prepared for

Mitcham Primary School

and the Department of Education & Training

2005

- **School Number** 2904
- **Principal** Ian Sloane
- **School Council President** Su Seng Hoh
- **Type of Review** Continuous Improvement Review
- **School Reviewer** Rod Williams
- **Date of Review Meeting at school** Monday 16th May, 2005
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1.0 Executive Summary

The overall conclusion of the Review process is that Mitcham Primary School has very successfully implemented the Goals, Priorities and Improvement areas outlined in the current School Charter.

Student Learning

It was agreed that the emphasis that the school has placed on moderation of student outcomes and professional development has proven to be successful and beneficial. The benefits of implementing Individualized Learning Plans, Reading Recovery, and Reading Intervention have also contributed to the improved achievement levels in Reading and Writing. The Review heard of some outstanding strategies which have lead to a significant improvement in Speaking and Listening.

The results in Mathematics are strong and show improvement during the charter period. The school targets (outlined in the School Charter and Compact) have been achieved or exceeded. The school also effectively uses the University of NSW assessment tools to assess and monitor student achievement in Mathematics. The Review discussed how the quality of teaching and learning in Mathematics has improved during the Charter period. The emphasis on the teaching of thinking skills and problem solving has contributed to the improved student outcomes.

To improve the levels of student achievement the school will include the following strategies in its Strategic plan.

- The school has effectively introduced Individualized Learning Plans for all students and will continue to develop and enhance this concept in the future. The tracking and recording of the progress of individual student progress and growth in learning will be investigated. This will be incorporated into the Individualized Learning Plans.
- The Review heard of the implementation of Thinking Skills as an essential part of the curriculum. This approach will be further enhanced, along with Inquiry Based Learning Strategies, during the period of the next School Strategic Plan.
- The Victorian Essential Learning Standards (VELS) is a key focus for the school. It is to Mitcham Primary School's credit that the staff has already begun to develop and trial units of work following VELS guidelines. This is providing excellent Professional Development for staff, enhancing their knowledge and skills, and preparing them for the full implementation next year.
- The teaching of ICT will be further integrated into the curriculum, and the student and teacher capabilities matrices further developed.
- The teaching of both Literacy and Numeracy at CSF Level 4 will be a focus for improvement in the School Strategic Plan.

Student Engagement and Wellbeing

The figures in each of the surveys support the good teaching and learning that is being conducted at Mitcham Primary School. The Review focused the discussions on the whole school approach the school has taken to develop each student and to develop Individualized Learning Plans that focuses on Physical, Personal and Social learning; Discipline-based Learning; and Interdisciplinary Learning.

The Review meeting discussed the importance of the school continuing to implement its extremely successful programs and strategies that focus on quality teaching and learning. The Robotics and ICT programs are examples of programs which have been successfully introduced and will now be further developed and enhanced.

The school has successfully introduced Individualized Learning Programs for every student. These will become even more significant as the school moves into the implementation stage of VELs. It was recommended that the school introduce the concept of developing targets for individual students, as part of their ILP. This was seen as a strategy of measuring the value teachers are adding to individual students, as well as whole classes, of whole year levels. A target such as "x% of students will achieve their ILP targets" was discussed. However this is still in its conceptual stage and needs further development and refinement.

The school will continue to implement the You Can Do It! Program and track individual student performances. To compliment this program and build on this work, the school will implement the Bounceback Program, with an emphasis on aspects of resilience.

The school has had a number of positive staff changes during the Charter period. Some staff changes have occurred because teachers chose to travel, seek other career opportunities or because the school chose to employ additional staff. (For example to expand the specialist program or the creation of the Montessori stream). The Review saw these staff changes as a particularly positive change for the school and recognition of the initiatives taken by the school to enhance the curriculum and the quality of the teaching and learning. Given the significant staff changes at the school it was seen as appropriate that professional development and mentoring will continue, to ensure that the teaching philosophies of the school are clearly understood and followed. Given the high scores in Goal Congruence and other variable scores (Staff Opinion Survey) the school recognized the importance of maintaining these high levels of school performance.

2.0 Methodology

Mitcham Primary school prepared extremely well for the 2005 Continuous Improvement Review. The Principal, staff and School council reviewed the school performance from the past three years, and carefully analyzed all of the required sets. The priorities and improvement areas from the current charter have also been evaluated and progress documented.

The reviewer conducted a preliminary visit to the school on the 9th May 2005. This provided the opportunity to meet with the Principal, visit classrooms and facilities, and to tour the grounds. Plans for the Review were discussed and arrangements were made for review participants, times, the format of the day and other related issues. The expectations of the Review were also discussed with the Principal. This was a beneficial, informative and enjoyable visit.

The school provided the following documents/data for the Review: School Level Report (SLR), School Self Evaluation (SSE), Current School Charter, Annual Report (2004), Access to AIM data, Access to detailed Staff Opinion and Parent Opinion reports and data.

Prior to the Review, the Reviewer was able to analyze and gain a comprehensive understanding of three school's performance over the past three years. The Reviewer was also able to gain insights into the school's plans for future development in curriculum, buildings and grounds development and improvement and school staffing and infrastructure.

The Review was conducted on Monday 16th may 2005.

Participants:

- Ian Sloane Principal
- Jos Mills Assistant Principal
- Su Seng Hoh School Council President
- Christine Phillips Leading Teacher (Director of Curriculum)
- Kathy Lawson Junior School Coordinator
- Louise Brewer Teacher Representative
- Warren St Clair Regional Representative (SEO)
- Avis Grahame Observer
- Rod Williams Reviewer

The report to School council was scheduled for 14th June. Details of the School Review process, discussions regarding the SLR data and the school self Evaluation and recommendations for the future were outlined. The Review report was prepared and the key findings discussed with and endorsed by the Principal.

3.0 School Context

Mitcham Primary School is located in the eastern suburbs of Melbourne approximately 20 kilometers from the CBD. It is ideally located on a large 5 hectare site. The school has developed an impressive master plan which includes extensive improvements and developments of the site. The school is located next to Mullauna Secondary College. The school has capitalized on this location and established strong links with the administration and teaching staff. Joint professional development sessions have been held with the administration and teaching staff and a number of productive programs conducted with the students from the respective schools. This is exemplified by groups of Mitcham Primary school students being located on the Mullauna College campus. In 2002, two grades were located there for six (6) months and in 2004 for two (2) months. The School Self assessment outlines the comprehensive Major Works Programs that have been conducted during the period of the current Charter. These extensive improvements have provided excellent teaching learning environments for the teachers and students and are impacting positively on the educational programs conducted at the school. Anecdotal evidence suggests that this is translating into improved student achievement outcomes.

The student population at Mitcham primary School is quite diverse. The school is located within an area consisting of a high number of rental properties. As a consequence, there are a large number of single parent families, and relatively high numbers of students (between 30% and 40%) being supported by the Educational Maintenance Allowance. Approximately 45% of the students come from backgrounds where a language other than English is the primary language. Mitcham Primary was reclassified as a Like School Group 6 (LSG 6) in 2003. This represents the increased proportion of LOTE speakers at home and the proportion of EMA recipients

The school is seen by the parents as offering a caring, supportive learning environment and a quality comprehensive curriculum. The Staff Opinion and Parent Opinion Survey results provide a strong endorsement of the school. Strong links are made with the local pre schools and local secondary schools – in particular Mullauna College which is the secondary school of choice for some 80% of year 6 students.

During the Charter period a Montessori stream has been introduced – taught by a qualified Montessori teacher. This is providing both an alternative learning environment for selected students and professional development opportunities for the teachers at Mitcham primary School. The staffing profile has changed significantly recently. There are six Graduate Teachers on staff, and seven other staff who are new to the school in 2005. Despite the staffing changes the Staff Opinion survey data is excellent

4.0 Evaluation of Performance

4.1 Student Learning

What outcomes was the school trying to achieve?

The Student Achievement Goal in the Mitcham Primary School Charter was “to improve student learning by providing a challenging and stimulating curriculum in the eight key learning areas.” It also aimed “to encourage students to develop life-long learning skills.” To support this goal the school chose the following priorities

Mathematics: To improve the quality of the learning and teaching of Mathematics throughout the school and emphasizing the importance of thinking skills.

Improvement Areas were chosen to “develop moderation of student outcomes; to identify and cater for individual students in Year 5 2002; and to improve the achievement levels of students in years 4-6 in Speaking and Listening; and to identify and extend students in years p-2 who have not achieved above the expected CSF levels in Reading and Mathematics.”

A further priority for the school was “to continue to development of Information and Communication Technologies (ICT) throughout the school, with particular emphasis upon the integration of ICT in classroom practice.”

What did the school achieve?

Early Years Reading P – 2

Overall the Early Years Reading results have been inconsistent over the three year period. However, in 2004 the Prep and Year 1 cohorts were above both the LSG 6 and State benchmarks. In 2004 the Year 2 cohort was below both the LSG and State benchmarks at level 20. However the Review tracked that particular cohort from Prep (where only 67.9% achieved 90-100% at Level 5) to Year 2 where 86.4% achieved 90-100% at Level 20) this is seen as considerable “added value” by the teachers, and reflects the efforts of the school through its quality Early Years, reading recovery and Reading Intervention programs.

Through the Individual Learning Plans the school has developed a clear understanding about the achievement levels of individual students who require extension or additional support.

Teacher Assessments against the CSF – English

The teacher judgements in the three strands of English (Reading, Writing, Speaking and Listening) follow similar patterns.

The means for Prep, Years 2, 4 and 6 have improved in all three strands over the three years of the Charter.

The percentages of students achieving “above the expected CSF level” clearly exceeds the LSG and State benchmarks in Prep, Years 2 and 4 in 2004. However, only 6% of the Year 6 students were deemed to be achieving “above the expected CSF level” in 2004. (Benchmarks = 23% State; 18% LSG)

The learning growth in CSF units of the following cohorts showed reasonable growth.

Prep 2002 – Year 2 2004 = 1.09

Year 2 2002 – Year 4 2004 = 0.98

Year 4 2002 – Year 6 = 0.94

The achievements of some of the Year 6 students have been of some concern to the school.

The Review noted that some of the Teacher assessments against the CSF were deemed to be better than some of the Early Years data in Reading, but that the Early Years assessment is not as comprehensive as assessment of the Reading process by the teachers.

AIM – Reading

The Year 3 means have increased from 2002 to 2004. The 2004 mean of 2.5 places the school performance above the 75th percentile when compared to LSG benchmarks.

The Year 5 means have followed a similar pattern to that of Year 3.

The average growth (CSF Units) was 1.2 for the Year 5, 2004 cohort which is above the expected rate of growth, showing the value the school is adding to the students' learning.

Summary English

The required data sets were discussed (along with the School Self Evaluation) at the Review. It was agreed that the emphasis that the school has placed on moderation of student outcomes and professional development has proven to be successful and beneficial. The benefits of implementing Individualized Learning Plans, Reading Recovery, and Reading Intervention have also contributed to the improved achievement levels in Reading and Writing. The Review heard of some outstanding strategies which have led to a significant improvement in Speaking and Listening.

The Review discussed the performances at Year 6, 2004. This cohort has not performed as well as the other year levels. On examining this cohort it was apparent that there were a number of factors contributing to the performances. However by and large, the school targets from the Charter and the Compact were achieved.

It was noted that the School's approaches to the teaching of English are having a significant impact on student achievement. As well as specific programs, the focus on higher order thinking skills, individual learning plans, extending the early years strategies beyond year 2 and the implementation of teaching strategies which provide for individual learning styles are all strategies which have contributed to the improved school performance.

When comparing the school's performance to its own targets (outlined in the Charter and the School Compact) the school has achieved some significant improvement and met its targets.

Mathematics

Teacher assessments Against the CSF – Mathematics

The teacher assessments in Number and Measurement followed similar patterns and similar levels of achievement were recorded.

The Means improved in Prep and Years 2, 4 and 6 over the three year period. The percentage of students achieving above the expected CSF level exceeds the State and LSG

benchmarks in Prep, 2 and 4. However in Number only 9% of Year 6 students were deemed to be achieving above the expected level (6% in Measurement) Benchmarks, Number = 21% State, 17% LSG6).

The learning growth in CSF units showed good progression.

Prep 2002 - Year 2 2004 = 1.03

Year 2 2002 – Year4 2004 = 1.07

Year 4 2002 – Year 6 2004 = 0.98

The achievements of some of the Year 6 students have been of some concern for the school. However, the Review heard a detailed analysis of the 2004 cohort and the positive way in which the school has addressed this issue.

AIM – Number

The Year 3 means have increased from 2002 to 2004. The 2004 mean of 2.5 places the school performance at the 75th percentile when compared to LSG benchmarks.

The Year 5 means have remained at or above the LSG and State means from 2002 to 2004.

The average growth (CSF Units) was 1.0 for the Year 5, 2004 cohort which equals the expected rate of growth.

Summary – Mathematics

The results in Mathematics are strong and show improvement during the charter period. The school targets (outlined in the School Charter and Compact) have been achieved or exceeded. The school also effectively uses the University of NSW assessment tools to assess and monitor student achievement in Mathematics.

The Review discussed how the quality of teaching and learning in Mathematics has improved during the Charter period. The emphasis on the teaching of thinking skills and problem solving has contributed to the improved student outcomes.

Students who have needed to be extended or supported in their learning have been identified and their needs met through the Individualized Learning Plans.

Why did the school achieve / not achieve its desired outcomes?

Essentially the school has met the targets set in the current School Charter and School Compact. It has been successful in the implementation of its charter priorities and improvement areas.

The school has endeavored to establish a culture of high expectations in student achievement (and behaviour) for parents, students and teachers. The school has also focused strongly on teaching and learning, and has developed some effective and purposeful teaching strategies. Staff professional development, planning days for CSF Levels, “practitioners corner (sharing of successful teaching ideas) and a strong effective leadership team have contributed to the improvement in student achievement outcomes. The Review discussed the school’s approach to teaching and learning and the high correlation of Mitcham Primary School’s approach to aspects of the Effective Schools Research and the current model being promoted by the DE&T.

Mitcham Primary School has a high proportion of students where the language spoken at home is not English. Many of the parents are not literate in their own languages, and as a consequence many parents are not able to assist and support their children in English and Mathematics. However the parents are loyal and supportive members of the school community. The Review heard that some 52% of families live in rented accommodation, and that 30 - 40% of families have received EMA support during the charter period. Given that many of the parents are not in the position to support their children academically (as in some communities), the inclusion of Reading Recovery, Reading Intervention programs, and the Individualized Learning Plans are proving to be invaluable and effective strategies to support the students.

The Parent Opinion Survey results are extremely positive and show strong support for the school, in all variables. The high variable scores endorse the approaches to teaching and learning being implemented by the teaching staff.

How effectively did the school manage its resources to support the achievement of its desired outcomes?

Mitcham primary School has undergone a significant upgrade of facilities, which has improved the learning environment considerably during the Charter period. The improvement to classrooms and specialist areas (along with the grounds) is a compliment to the Principal and the School Council. The ICT infrastructure and the master plan for continued upgrade and development is also to be commended. The Reviewer was able to see the effectiveness of the school's approach to the implementation to this charter priority (ICT).

There have been some significant staff changes during the charter period. Currently there are six Graduate teachers, and seven staff who are new to the school. The school however continues to obtain high scores in the Staff Opinion Survey, which reflects the leadership, induction program, opportunities for professional development and encouragement for high levels of quality professional interaction in the school. The professional development budget in the school is significant and reflects the school's philosophy of supporting and developing its staff.

The school has had an Early Years Numeracy Coordinator, to assist with the Charter priority in Mathematics. Significant budgets were created for "hands on" mathematics equipment, and staff provided with resources for relevant professional development.

The school introduced a Montessori stream in 2004. This has been at a considerable expense to the school in both the recruitment of a suitably qualified teacher, providing and fitting out an appropriate teaching space and supplying the necessary specialized equipment. The P-4 stream is an exciting facility and approach to meeting the needs of selected Mitcham Primary School students.

Robotics has been a recent initiative as part of the school's approach to addressing the introduction of appropriate Middle Years strategies. Considerable funds have been committed to this interesting and ongoing strategy. The Review discussed how the full benefits of the program would be seen during the next School Strategic Plan period.

The Review discussions confirmed the approaches the school is adopting and how the significant aspects of the "Effective Schools Model" are being addressed at Mitcham Primary School.

What can the school do in the future to continue to improve?

The school has effectively introduced Individualized Learning Plans for all students.

Goal 1

An **improvement goal** will be to continue to develop and enhance Individualized Learning Plans.

Improvement targets

Specific targets in each of the VELs areas of Mathematics and English will be set when the outcomes for each area are determined. An expectation is that Mitcham Primary School students will achieve at or beyond the levels established for each relevant year level.

(Until the VELs outcomes are established the target will be developed from the current school compact, and the high scores recorded in the Parent Opinion Survey will be maintained / enhanced.)

Key Strategies for Improvement

1. Implement individual learning plans (ILP) for each student that includes increased levels and rates of student outcomes to at or above the benchmarks in each of the Victorian Essential Learning Standards (VELS).
2. ILPs will be developed for every student and;
 - take account of the preferred learning styles and thinking modes of individual students
 - include evaluation and mutually agreed assessment criteria
 - include information that focuses learning programs on student interests and needs and provides opportunities for enrichment and extension.
3. Moderation of teacher assessments to be extended and include an emphasis on VELs.
4. Professional development to support the implementation of ILPs, assessment, and VELs.

Goal 2

An **improvement goal** will be to further enhance the development and implementation of the Thinking Curriculum and improve student learning in the three core strands of the VELs.

Improvement targets will include establishing baseline data of student ability to apply strategies from the thinking curriculum activities.

Key improvement strategies include

1. Enhancing the development and use of Inquiry Based Learning strategies.
2. Staff professional development.
3. Developing units of work based on the VELs.

Goal 3

An **improvement goal** will be to further integrate the teaching of ICT into the curriculum.

Improvement targets will be improved scores in both the student and teacher capabilities matrices.

Key improvement strategies will include

1. The enhancement and development of the Robotics programs.
2. To continue to provide quality professional development for teachers.
3. To administer the Student and Teacher Capabilities surveys, and establish school baselines.
4. To develop specific strategies and activities based on the outcomes from the analysis of the survey data.

Goal 4

An **improvement goal** will be to improve student achievement in both Literacy and Numeracy at CSF Level 4.

Targets for Improvement

Specific targets in each of the VELS area Literacy and Numeracy will be set when the outcomes for each area are determined. An expectation is that Mitcham Primary School students will achieve at or beyond the levels established for each relevant year level.

(Until the VELS outcomes are established the target will be based on enhancing the targets outlined in the current school compact.)

Key Improvement Strategies:

5. To develop a Whole School Approach to the teaching of Literacy and Numeracy, based on the VELS, and highlight teaching and learning approaches for Years 5 and 6.
6. Implement individual learning plans (ILP) for each student that includes increased levels and rates of student outcomes to at or above the benchmarks in each of the Victorian Essential Learning Standards (VELS).
7. Moderation of teacher assessments.
8. Professional development to support the implementation of ILPs, assessment, and VELS.

The Victorian Essential Learning Standards (VELS) is a key focus for the school. It is to Mitcham Primary School's credit that the staff has already begun to develop and trial units of work following VELS guidelines. This is providing excellent Professional development for staff, enhancing their knowledge and skills and preparing them for the full implementation next year.

4.2 Student Pathways and Transitions

What outcomes was the school trying to achieve?

Mitcham Primary School has developed a comprehensive program to assist in the transition from Pre School to Prep. The school places great emphasis on this program and of the initial placement in the school. Students are monitored through their school life, and the multi aged philosophy assists with the smooth transition from one CSF level to another.

The school has established maintained and cultivated strong links with Mullauna College. This College is located adjacent to the school and is the secondary school of choice for some 80% of the Year 6 students.

What did the school achieve?

The school has created an excellent Transition Program for students entering the school from Pre School. The review heard how 31 of the 38 students who enrolled in Prep in 2005 participated in the transition program. This included attending the school for some eight (8) sessions in Terms 3 and 4, for story time, orientation and other activities. The teachers from feeder pre schools were invited to attend professional development sessions and discussions at the school. The Review confirmed the School Self Evaluation outline of achievements.

The school has established protocols with other local primary schools regarding movement between schools and the support for students who transfer into grades other than Prep. The school literature, Buddies and Friends program and the school's positive approach to student well being also contributes positively to transition through the various CSF levels in the school.

The School Self Evaluation outlines the outstanding relationship that has been developed with Mullauna College. The Review also heard anecdotal evidence that supports the effectiveness of the Transition Program, and the strategies that have been developed to capitalize on this relationship for the benefit of the Year 6 students. The fact that four classes were located on campus at Mullauna College is indicative of the effectiveness of the relationship.

Why did the school achieve / not achieve its desired outcomes?

The school achieved the outcomes because it put its strong philosophy of developing and supporting student well being from pre school through to secondary school. The staff and School Council regard the issue of transition as not only a strategy of ensuring strong enrolment levels, but also as putting into practice its philosophy of developing life long learners.

While there is an obvious strong link with Mullauna College, the school also has established strong relationships with other secondary colleges which Year 6 students may chose to attend. The school's approach to transition has a great deal to commend it for.

How effectively did the school manage its resources to support the achievement of its desired outcomes?

The School Council and the staff have allocated significant resources to support transition at all levels of the school. School generated funds were allocated, along with funding received from the Innovations and Excellence to support this program. The Review discussions confirmed the School Self Evaluation outline of its extremely effective transition program.

What can the school do in the future to continue to improve?

Goal 1

An **improvement goal** will be to continue to develop and promote the relationship with Mullauna College.

Key improvement strategies include

1. Promoting professional development which focuses on teaching and learning styles.
2. Ensuring that information and outcomes from the school's Individualized Learning Plans which may assist student transition are made available to the Mullauna College teachers.
3. The school has outlined other strategies in its School Self Evaluation which will be implemented or enhanced as part of the School Strategic Plan.

Goal 2

An **improvement goal** will be to further enhance the pre school to school transition.

Improvement targets will be developed around parent satisfaction (as measured by the Staff Opinion Survey); enhanced Early Years data and consistency of data obtained in teacher assessments against the CSF in English and Mathematics.

Key improvement strategies include

The concept of initiating possible "trial days" for prospective students will be considered which should build on teachers' knowledge of students and their individual needs, to assist with grade placement and grade structures.

4.3 Student Engagement and Wellbeing

What outcomes was the school trying to achieve?

The goals and relevant improvement areas in the current Charter considered the following plans relating to student engagement and wellbeing:

To maintain a positive and supportive school environment where all members of the school community, in particular the students, feel safe, accepted and supported. (Environment Goal)

Relevant Improvement Areas

- To fully implement the You Can Do It! Program across the school.
- To closely monitor student absences and to define what constitute a student at risk.
- To further develop teaching and learning strategies which provide for different learning styles.

The Charter also lists extension programs, and Performing Arts program as areas of improvement designed to enhance student engagement.

The School Self Assessment provides a comprehensive outline of the strategies the school has used during the Charter period to enhance Student Engagement and Wellbeing.

What did the school achieve?

The Review considered the following data sets for Student Engagement and Wellbeing:

- Parent Opinion Survey
- Staff Opinion Survey
- Students' Attitudes to School Survey
- Student attendance

The figures in each of the surveys support the good teaching and learning that is being conducted at Mitcham Primary School. The Review focused the discussions on the whole school approach the school has taken to develop each student and to develop Individualized Learning Plans that focuses on Physical, Personal and Social learning; Discipline-based Learning; and Interdisciplinary Learning.

The Student Attendance data indicates that in 2004 the school mean was 11.1 which is significantly below the State mean (12.5). This reflects the strategies the school has adopted to monitor and follow up absences and to provide a curriculum which engages the students.

The Parent Opinion Survey and the Staff Opinion Survey results support the School Self Evaluation that there is broad support for the curriculum and the teaching and learning philosophy and strategies developed by the school. The school results in both of these surveys are very high when compared to the State benchmarks.

The Attitude to School Survey for Year 5 and 6 students showed high response rates. The Review discussed the fact that the results were better in Year 6 than Year 5 in the variables of self esteem and connectedness.

The school placed a significant amount of emphasis on the continued implementation of the You Can Do It! Program. This program has been evaluated and statistically the most impact so far has been with Prep to Year 4 students.

The school promoted the importance of student wellbeing through a number of programs and policies. These included an effective discipline policy, teacher performance development plans, professional development of staff, training Peer Mediator and a focus on improving the playing areas and other grounds and facilities.

Why did the school achieve / not achieve its desired outcomes?

There are high variable scores in the Staff Opinion Survey which is indicative of the school working well together to achieve its Goals, Priorities and Improvement Areas and to implement a wide range of strategies to support the students. The scores for Goal Congruence, Effective Discipline Policy, Curriculum Coordination, Professional Interaction and School Morale are all well above the State mean and give a strong indication of a school working well together. These strong scores are also indicative of a school working well within the Effective Schools Framework. Mitcham provides a Stimulating and Secure Learning Environment, has Shared Vision and Goals, has High Expectations for all Learners (including teachers and parents), and adopts high levels of accountability. These are all indicators from the effective Schools Research that the school is performing well, and using some excellent strategies to achieve its goals.

The school has focused a good deal of time, energy and resources in the implementation of the You Can Do It! Program. This program has underpinned the school's approach to enhancing student wellbeing. However other programs were implemented to compliment this approach. (E.g. Bully Busters, Peer Mediation and other strategies outlined in the School Self Evaluation.)

Parent Opinion Survey results clearly indicate strong parental support for the school's approach to student wellbeing. High variable scores for Student behaviour, General Satisfaction, School Climate, Quality of teaching and Curriculum standards all relate to the success of the school, and that the parents "share the Vision and Goals" of the school. (Further evidence that the school is meeting some of the expectations derived from the Effective Schools Research.)

The breadth of the curriculum programs and the opportunities provided through extension, learning support and extra curricula programs / activities are also indicative of the positive way the school approaches the issue of student engagement and well being.

The school has conducted a review of its Behaviour Management policy and procedures, which has taken a considerable amount of resources, time and effort to produce a positive outcome for the teachers, students and parents.

How effectively did the school manage its resources to support the achievement of its desired outcomes?

There is clear evidence (From the School Self Evaluation, the Preliminary Reviewer Visit, and the Review discussions,) that the school has committed human, ICT, physical and financial resources to support student engagement and wellbeing.

The school employs its own Guidance Officer to conduct assessments, conduct programs and to support students and parents. The Principal and the Assistant Principal devote a significant amount of time and effort to support the programs and individual students and families.

The Professional Development program for staff has been strongly supported by the School Council. Staff has been supported to attend conferences and professional development sessions / workshops, and the school has brought several quality presenters to the school to conduct some excellent professional development. The school teacher mentoring program and the Performance Management program both contribute significantly to improving the teaching and learning and approaches to student engagement and wellbeing.

The significant sums of money committed to the ICT program seem to have had a particularly positive impact on students, teachers and parents. (ICT was a priority in the

previous Charter.) The Review discussed (and viewed) the computer facilities, hardware and software, and confirmed the positive impact the schools approach is having on student engagement and wellbeing.

What can the school do in the future to continue to improve?

The Review meeting discussed the importance of the school continuing to implement its extremely successful programs and strategies that focus on quality teaching and learning.

Goal 1

An **improvement goal** will be to enhance the Individualized Learning Plans for every student. These will become even more significant as the school moves into the implementation stage of VELs.

An **improvement target** such as “x% of students will achieve their ILP targets” was discussed. However this is still in its conceptual stage, and needs further development and refinement.

Key improvement strategies include

1. Establishing improvement goals and improvement targets for each student. This was seen as a strategy of measuring the value teachers are adding to individual students, as well as whole classes, of whole year levels.

Given the significant staff changes at the school it was seen as appropriate that professional development and mentoring was required to ensure that the teaching philosophies of the school are clearly understood and followed. Given the high scores in Goal Congruence and other variable scores (Staff Opinion Survey) the school recognized the importance of maintaining these high levels of school performance.

Goal 2

An **improvement goal** will be to continue to implement the You Can Do It! Program and track individual student performances.

Improvement targets will be to enhance the results in the Attitude to School Survey and the You can do It! Data.

Key improvement strategies to compliment this program and build on this work include;

1. The implementation of the Bounceback Program, with an emphasis on aspects of resilience.