School Strategic Plan 2022-2026

Mitcham Primary School (2904)

Submitted for review by Erin Norman (School Principal) on 16 November, 2022 at 09:08 AM
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School vision	Mitcham Primary School's vision is to foster the development of students as 'Thinkers, Learners, Leaders' and to create a passionate learning community that inspires, challenges and supports all students to achieve their personal best and make a positive contribution to the world in which they live.
School values	In 2021 our school community reviewed our school values; the whole school consultation embraced the following four values: Respect - For ourselves, others, and our environment. Caring for, understanding, accepting, and appreciating ourselves and others. Resilience - Bouncing back from difficulties and disappointments. Accepting challenges, trying hard, and not giving up easily. Kindness - Being friendly, generous, and considerate to others and yourself. Love of Learning - Is a valued disposition that embraces critical thinking and reasoning and celebrates gaining new understanding, knowledge, behaviours, skills, values, and attitudes.
Context challenges	Current Context: Mitcham Primary School strives to provide a student-centred learning culture where authentic, relevant learning fosters intrinsic motivation and where partnerships with parents and the broader community are pivotal to enhancing student learning opportunities. We believe that finding opportunities to enhance student voice, agency and leadership will improve student engagement, wellbeing and achievement outcomes. Students from Prep to Year 6 have a say in what they learn, how they learn and how they will be assessed. Teachers are skilled in planning learning experiences that engage students through their own interests, while still addressing student needs, skills, dispositions and relevant curriculum standards. We believe that learning requires purpose, context, and audience. Approximately 500 students are enrolled at Mitcham Primary School. The school populace continues to be extremely diverse with 33 community languages spoken in community families' homes, with several refugees (2.96%) enrolled, approximately 50% of students attending MPS have a language background other than English, we currently have 132 EAL students. 1.27% of our students are Aboriginal or Torres Strait Islander. Mitcham Primary School falls into the low-medium socio-economic band value, which is based on the school's Student Family Occupation and Education index (SFOE) of 0.2477, considering parents' occupations and education. The Student Family Occupation and Education is a measure of 'context' which speaks about the demographic of the school community. SFOE scores range between 0 and 1.0 and are converted to bands based on a quartile approach (low, low-medium, medium, high). A 'low' score represents high parent education level and high socio-economic advantage, and a 'high' score represents low parent education level and low socio-economic advantage. Main Challenges

	• Sustaining learning gain of students from Year 3 to 5 across all subject areas as measured by NAPLAN. • Improving the school's collective curriculum knowledge. • Aligning the Teacher Judgements with NAPLAN results. • Improving school capability to use data to inform differentiated learning. • Enhancing Student Voice and Agency opportunities for all students. • Sustaining a consistent whole school wellbeing framework.
Intent, rationale and focus	At MPS we are committed to achieving greater consistency of best practice in English and Mathematics across the school. We aim to achieve this through embedding the whole school Instructional Practice Model, PLC Model and agreed Curriculum Continua, assessment practices and schedules for English and Mathematics. During the review process it became evident that the analysis of teacher judgement and NAPLAN data indicated a misalignment, with NAPLAN data revealing a higher percentage of students working above the expected level. To complement the focus on consistent practice in English and Mathematics, we want to provide more opportunities for authentic learning through a considered focus on Student Agency and Voice. This will provide a greater level of student engagement in their own learning and for students to take ownership and responsibility to become more independent and self-regulatory learners. MPS has excellent opportunities for Student Voice through the leadership programs, however, we recognise that Student Agency requires further refinement and development. MPS has developed a very strong approach to student wellbeing that is seen very positively by the community. Given that students will continue to feel the impact of COVID 19 lockdowns for some time, we acknowledge that we will need to sustain a consistent whole school wellbeing framework. Our focus areas: • Build middle leadership capacity to embed the Professional Learning Community approach. • Build our school's collective curriculum knowledge. • Build teacher capacity to interpret and use student data to teach at point of need. • Build teacher and student capacity to set aspirational goals, reflect on their learning and plan for the future. • Develop a whole school understanding of Student Voice and Agency and build teacher capacity to activate it in the classroom. • Co-design opportunities for students to exercise authentic agency in their learning. • Sustain and strengthen our whole school student wellbeing framework • Build teacher knowledge and capacity to meet the needs of vulnerable student cohorts.

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Goal 1	To maximise students' learning growth and achievement
Target 1.1	By 2026, increase the proportion of Grade 5 students achieving high benchmark growth in NAPLAN Numeracy from 25 percent in 2021 to 40 percent. By 2026, decrease the proportion of Grade 5 students achieving below benchmark growth in NAPLAN Numeracy from 23 percent in 2021 to 15 percent. By 2026, decrease the proportion of Grade 5 students achieving below benchmark growth in NAPLAN Writing from 21 percent in 2021 to 15 percent.
Target 1.2	By 2026, increase the proportion of students working above the expected level against the Victorian Curriculum: • Number and algebra from 32 per cent to 40 percent. • Writing from 17 per cent in 2021 to 27 percent.
Target 1.3	By 2026, decrease the proportion of Year 3 students in the bottom 2 NAPLAN bands for Numeracy from 13 per cent 2021 to 3 percent.

Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop teacher understanding of the English and mathematics curriculum as learning continuums
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build the capability of teachers to use data to effectively differentiate learning
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop collaborative teaching teams that use high quality planning and instructional practices
Goal 2	To improve student voice and agency
Target 2.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: • Student voice agency from 81 per cent in 2021 to 84 per cent • Self-regulation and goal setting from 88 per cent to 90 per cent
Target 2.2	By 2026, increase the percentage positive endorsement in the School Staff Survey for *Promote student ownership of goals* from 90 per cent to 92 per cent.

Target 2.3	By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for *Student voice and agency* from 80 per cent to 85 per cent.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen a whole school understanding and approach to student voice and agency in learning.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Establish a whole school strategy for students to monitor their own learning goals and track their progress.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build the capability of all staff and students in giving and receiving feedback to drive learning.
Goal 3	To maximise the wellbeing of all students
Target 3.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: • Perseverance to increase from 79 per cent in 2021 to 83 per cent • Teacher concern to reduce the not positive perception from 7 per cent in 2021 to 3 per cent

Target 3.2	By 2026, increase percentage positive endorsement in the Parent Opinion Survey for the following measures: • Confidence and resiliency skills from 80 per cent to 85 per cent. • Reducing the negative response to students not experiencing bullying from 25 per cent to 10 per cent.
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Sustain a consistent whole school wellbeing framework.
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build staff capability to support complex social, emotional and wellbeing needs.
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build student capability to identify wellbeing needs and set realistic and achievable wellbeing goals.