

School Strategic Plan for Mitcham Primary School

2904

2015 to 2018

Purpose

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Early Childhood Development.

Legislative context

The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1.) The Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

Effective planning

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These includes:

- Engaging the whole school community in the development process
- Defining the school's vision, purpose and values
- Focusing on a 'desired future' for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes.
- Planning the implementation of each strategy, with clear allocation of resources, roles and responsibilities to the achievement of each step
- Identifying, in the form of milestones and targets, what success will look like when it has been achieved.

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed... </p> <p>Name... Ian Sloane.....</p> <p>Date.....28.12.14.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....April Walsh.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... </p> <p>Name.....R Stephens (NEVR).....</p> <p>Date.....23/12/14.....</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.</p>	

School Profile

<p>Purpose</p> <p>Mitcham Primary School promotes the development of active thinkers with communication and technology skills for the future.</p>													
<p>Regulatory context</p> <p>Mitcham Primary School meets the set of standards regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.</p>													
<p>Purpose</p>	<p>Our school strives to:</p> <ul style="list-style-type: none"> • 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 												
<p>Values</p>	<p><i>Values and qualities</i></p> <p>We will encourage the following values and qualities in all our students:</p> <table> <tr> <td>Respect</td> <td>Resilience</td> <td>Courtesy</td> </tr> <tr> <td>Confidence</td> <td>Honesty</td> <td>Tolerance</td> </tr> <tr> <td>Getting along</td> <td>Persistence</td> <td>Responsibility</td> </tr> <tr> <td></td> <td>Sharing</td> <td></td> </tr> </table>	Respect	Resilience	Courtesy	Confidence	Honesty	Tolerance	Getting along	Persistence	Responsibility		Sharing	
Respect	Resilience	Courtesy											
Confidence	Honesty	Tolerance											
Getting along	Persistence	Responsibility											
	Sharing												
<p>Environmental Context</p>	<p>Drafting note: Strategic planning recognises that each school operates within a unique context, shaped by its history, its community and its desired future. Analysis of the school's environmental context answers the question: What are the influences that will impact</p>												

	<p>on our school and the achievement of our goals into the future?</p> <p>In describing the environmental context, schools will consider both the current and future needs of children and young people in the community as well as community expectations, the socio-demographic composition of the community, broader education provision (including early childhood and post-compulsory provision options), facilities and infrastructure, labour market conditions, and government policies and regulations.</p>
<p>Service Standards</p>	<p><i>General</i></p> <ul style="list-style-type: none"> • <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i> • <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i> • <i>All students will receive instruction that is adapted to their individual learning needs.</i> <p><i>Specific</i></p> <ul style="list-style-type: none"> • <i>The school will respond to all communication by parents and caregivers within an appropriate period relevant to the circumstances.</i> • <i>Parents will be contacted when their child does not behave in a socially acceptable manner.</i> • <i>Students will be encouraged to play an active part in the development and review of appropriate school policies.</i> • <i>All teachers will provide timely and targeted feedback to students on their work.</i>

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for</p>	Improve the achievement and learning growth of every student in literacy, numeracy and digital technology.	<ul style="list-style-type: none"> Decrease the number of students one year below the National level in NAPLAN Numeracy to 10%. Decrease the number of students one year below the National level in NAPLAN Writing and Spelling to 15%. 	<p>Continue MiniLit program and before school reading.</p> <p>Develop and implement a Writing and Spelling whole school approach and Scope and Sequence.</p>

<p>students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>		<ul style="list-style-type: none"> • 90% of students progressing one AusVELS year level over a 12 months period in Writing and Number and Algebra. • 20% of students at least 6 months above the AusVELS standard in Writing and Number and Algebra. • 90% of Prep to Year 2 students at or above the expected level in Running Records. • Increase the number of students achieving a Merit or higher in the UNSW Mathematics test by 2% each year. 	<p>Develop and implement a whole school approach to Mathematics and a Maths Scope and Sequence.</p> <p>Continue subscription to Mathletics and Literacy Planet for all students subject to availability of funds.</p> <p>Continue and extend the Maths intervention program and develop a Maths extension program subject to available funding.</p> <p>Continue use of SPA to track student achievement and progress and to inform teaching practices.</p> <p>Continue to utilise the eduPLEX program and ICT consultancy (George Sorgi).</p> <p>All students in Grade 3-6 participate in the UNSW Mathematics test and Prep – Grade 1 complete the Numeracy Online (Number section) twice yearly.</p> <p>All students in Grade 3-6 participate in the UNSW Maths test.</p>
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To maintain, extend and enhance Teaching and Learning programs and to continue to provide high levels of student engagement, motivation and educational community connectedness.</p>	<ul style="list-style-type: none"> • Target areas to include: • All students are engaged in digital literacies in the Media Studio. • All staff are integrating digital literacies into their class program. • All children enrolled participate in Transitions and Pathways across all levels (other than those children enrolled after Term 3). • Improve student satisfaction levels in the domains of Motivation and Stimulating Learning Environment, particularly the Girls cohort in years 5 and 6 from 4.49 to 4.52. 	<p>Strategies to include:</p> <ul style="list-style-type: none"> • Teachers and support staff leading the Media group (currently) are: Netanel Koles, Ang Hewasiribaddana, Bec Wilson, Caitlin Domanski, Natalie Wickham and Robyn Kemeys. (Term 1, 2015 Teacher Professional Development for all staff). • Timetabling of classes. • Targets/dates to be set for mainstream and Montessori transition sessions. • Three intraschool transition sessions during Term 4.

		<ul style="list-style-type: none"> • Increase the number of Parent Opinion Surveys returned to school from 38% to 50%. • Improve the parents' perception of the school in all domains by the end of the review period. • Increase the student voice and leadership opportunities in all aspects of school life, with enhanced student roles at assembly. • All teachers use learning intentions and goals in their teaching. • All teachers complete GANAG training. • Average attendance rate for all year levels to be at or above 90%. 	<ul style="list-style-type: none"> • Surveys/reflections with students to be administered prior to the "Attitudes to School Survey." • Fun and recognition incentives to be offered to the students. • Class surveys for the parents to complete prior to the Parent Opinion Survey. • Opportunities for the students to use the Broadcasting Studio on a regular basis. • Student leaders to run the whole school assemblies. • Professional Development - GANAG sharing of information by staff who have attended Professional Development with Jane Pollock. • Implementation of GANAG in programs. • Grade incentives for attendance levels at or above 90%. • Articles in class newsletters and Mitchat to raise parent awareness. • Continue to publicise DEECD initiatives e.g. Every minute counts.
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining</p>	<p>To enhance support for every student to build positive emotional and mental health and well-being in the review period.</p>	<ul style="list-style-type: none"> • To improve Student Morale within the Student Attitudes to School Survey variables by moving into the Third Quartile by providing programs that support and enhance Student Emotional and Social Well-being/Connectedness. 	<ul style="list-style-type: none"> • Professional Development for teachers directed at Student Wellbeing. • Student surveys. • Create a wellbeing newsletter (and publish in Mitchat) each term. • Lunchtime Activities poster.

students' positive learning experiences.			<ul style="list-style-type: none"> • Promotions from the Media Studio • Quiet Space outside or inside for reading • Aussie of the Month • Student of the Week • Yard Awards • Performances related to emotional and social wellbeing among students • You Can Do It • Choir • Lunchtime Activities <ul style="list-style-type: none"> ▪ Mitcham Music Makers ▪ Gardening Club ▪ Mathletics (Lunchletics) ▪ Mitcham Melodies (3/4 Choir) • Before and after school clubs <ul style="list-style-type: none"> ▪ Toast and Tutoring ▪ Chess Club ▪ Reading • Buddies • Cybersmart • Bounce Back • Kid's Hope • Student leadership conference • Whole school buddy program
		<ul style="list-style-type: none"> • To provide opportunities for student voice & leadership 	<ul style="list-style-type: none"> • Media studio • Captain roles • Junior School Council • Open forum (feedback from students) • SMARTER Goals • Peer mediation • Captain leadership seminar • Buddies
	To promote the health and wellbeing programs that are operating throughout the school during the review period.	<ul style="list-style-type: none"> • To improve the Parent Opinion survey results within Student Engagement in the categories of Student Motivation, Social Skills and School Connectedness by 	<ul style="list-style-type: none"> • Interpret survey results • Receive verbal feedback from parents • Parenting articles in Mitchat • Kool Kids Positive Parents

		more than 5%	<ul style="list-style-type: none"> • Parent Information Evenings • Transition Sessions • Kid's Hope • Create a wellbeing newsletter (and publish in Mitchat) each term • Advertise the lunchtime activities • Reports about wellbeing programs
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>Maximise the use of human and financial resources available to the school to improve overall educational outcomes.</p>	<ul style="list-style-type: none"> • Based on the formative and summative assessment students who are more than 6 months behind the expected level in reading at the end of Prep Grade will be supported in an intervention program. • Teachers will receive professional development and resources to extend students in numeracy, literacy and Science. • All teachers are provided with time to plan, learn and assess together. • Develop a Mitcham Primary School staff leadership program that focuses on succession planning and distributive leadership. • Implement the Grounds Master Plan to enhance overall educational experience. 	<ul style="list-style-type: none"> • Students in Prep Grade who are more than 6 months behind the expected level will have a regular timeframe to work with a professional in reading. • Teachers attend professional development sessions with a focus on student extension in the area of numeracy and literacy. • Current numeracy, literacy and Science resources will be purchased and made available to staff. Staff are familiarised with these resources through in-house PD. • Class structure provides adequate spread of ability groups. • The timetable provides adequate time for level teams to plan and assess together. • Curriculum teams have a staff representative from P-2, 3-6, Montessori and specialist areas. Staff are provided with the opportunity to develop in a leadership role, such as a curriculum leader, to ensure continuity. Curriculum teams are supported by funding to enhance current and new programs.

School Strategic Plan 2014- 2017: Indicative Planner

<p>Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
Key Improvement Strategies		Actions	Achievement Milestone
		<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
Achievement	Year 1	<ul style="list-style-type: none"> ▪ Research and write a whole school writing and spelling program ▪ Maintain MiniLit program ▪ Research and write a whole school approach to Mathematics and a mathematical Scope and Sequence ▪ Research Mathematics intervention and extension programs ▪ Review Digital Technology Scope and Sequence in accordance with release of Digital Technologies curriculum ▪ Maintain ICT program with an external consultant 	<ul style="list-style-type: none"> • Write a whole school writing and spelling program. • Monitor and record number of students exiting MiniLit program at Level 5 or higher. • Whole school approach to Mathematics and a Mathematics Scope and Sequence. • Write Digital Technology Scope and Sequence.
	Year 2	<ul style="list-style-type: none"> ▪ Pilot and evaluate whole school writing and spelling program 	<ul style="list-style-type: none"> • At least 6 teachers piloting whole school writing and spelling program.

		<ul style="list-style-type: none"> ▪ Maintain MiniLit program ▪ Pilot and evaluate whole school approach to Mathematics and a Mathematics Scope and Sequence ▪ Pilot and evaluate Mathematics intervention and extension programs ▪ Pilot and evaluate Digital Technology Scope and Sequence ▪ Maintain ICT program with George Sorgi (OzInterBiz) 	<ul style="list-style-type: none"> • Monitor and record the number of students exiting MiniLit program at Level 5 or higher. • At least six teachers pilot a whole school approach to Mathematics and a Mathematics Scope and Sequence. • At least six teachers pilot Digital Technology Scope and Sequence.
	Year 3	<ul style="list-style-type: none"> ▪ Research and write a whole school writing and spelling program ▪ Maintain MiniLit program ▪ Research and write a whole school approach to Mathematics and a Mathematics Scope and Sequence ▪ Research Mathematics intervention and extension programs ▪ Review Digital Technology Scope and Sequence in accordance with release of Digital Technologies curriculum ▪ Maintain ICT program with George Sorgi (OzInterBiz) 	<ul style="list-style-type: none"> • Whole school writing and spelling program written. • Monitor and record number of students exiting MiniLit program at Level 5 or higher. • Whole school whole school approach to Mathematics and a Mathematics Scope and Sequence. • Write Digital Technology Scope and Sequence.
	Year 4	<ul style="list-style-type: none"> ▪ Pilot and evaluate whole school writing and spelling program 	<ul style="list-style-type: none"> • At least six teachers pilot whole school writing and spelling program.

		<ul style="list-style-type: none"> ▪ Maintain MiniLit program ▪ Pilot and evaluate whole school approach to Mathematics and a Mathematics Scope and Sequence ▪ Pilot and evaluate Maths intervention and extension programs ▪ Pilot and evaluate Digital Technology Scope and Sequence ▪ Maintain ICT program with George Sorgi (OzInterBiz) 	<ul style="list-style-type: none"> • Monitor and record number of students exiting MiniLit program at Level 5 or higher. • At least six teachers pilot whole school approach to Mathematics and a Mathematics Scope and Sequence. • At least six teachers pilot Digital Technology Scope and Sequence.
Engagement	Year 1	<ul style="list-style-type: none"> ▪ Professional Development in Digital Literacies for teachers and support staff lead the media group: (in 2015, currently Netanel Koles, Ang Hewasiribaddana, Bec Wilson, Caitlin Domanski, Natalie Wickham and Robyn Kemeys). ▪ Timetabling of classes. • Targets/dates to be set for mainstream and Montessori transitions sessions and parent information sessions. • Set dates and times for intra school transition sessions 3 during Term 4. ▪ Create surveys / reflections about connectedness to school. 	<ul style="list-style-type: none"> • Teachers and support staff lead the media group attend Professional Development on Digital Literacies in Term 1, 2015. • All teachers and support staff attend Professional Development in Digital Literacies. • Pre-recorded weekly media broadcasts produced. • Classes allocated time in the Media Studies Studio weekly. • Mainstream and Montessori transitions sessions held during Terms 3 and 4. Parent Information session held during Education Week. Special Literacy, Numeracy and Prep Information sessions held during Term 4.

		<ul style="list-style-type: none"> ▪ Administer surveys to grade 5/6 students prior to the “Attitudes to School Survey.” • Class surveys for the parents to complete prior to the Parent Opinion Survey. • Offer incentives to students to increase the number of Parent Opinion Surveys returned to school • Direct contact with randomly selected parents to encourage completion of surveys • Provide opportunities for the students to use the Broadcasting Studio on a regular basis. • Student leaders provided with the opportunities to run the whole school assemblies. • Professional Development for teachers to gain an understanding of GANAG • All teachers to be using learning intentions and goals in their teaching. • Grade incentives for attendance levels at or above 90%. • Articles on student attendance in class newsletters and “Mitchat” to raise parent awareness. 	<ul style="list-style-type: none"> • Three one hour intra school transition sessions held in Term 4. • Years 5 and 6 students surveyed on “Motivation” and “Stimulating Learning Environment.” • Incentives offered to students. At least 31 Parent Opinion Surveys returned • Identify areas for improvement as a result of class surveys. • Record number of class surveys returned. Analyse data regarding the parents’ perception of the school. • Identify areas for improvement as a result of Parent Opinion Surveys. • Information relevant to the school community broadcasted by the students using the Media Studies Studio. • School leaders run whole school assemblies weekly. • All teaching staff to have undergone GANAG Professional Development. • Learning intentions and goals are visible in classrooms. • Incentives are provided to grades with attendance levels above 90%. • Articles on student attendance included in “Mitchat” monthly.
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Wellbeing	Year 1	<ul style="list-style-type: none"> • Researching • The 'Quiet Space' (i.e. Friendship Tree) • Professional Development • based on Cyber safety/Bullying/Power of One • Trial • Wellbeing student newsletter (promoting what's happening amongst the students) • Wellbeing parent newsletter (reports on the wellbeing programs) • Performances related to wellbeing • Evaluate • Current Peer Mediation Program • Maintaining • Student surveys • Lunchtime activities (and advertise) • Aussie of the Month • Student of the Week • Yard Awards • Choir • Clubs (before and after school) • Buddies • Kid's Hope • You Can Do It • Captain's Roles • Junior School Council 	<ul style="list-style-type: none"> • Teachers visit other schools to gather ideas and/or collect ideas from other experiences for good outdoor/indoor spaces • Contacting and booking PD for a Curriculum Day and Parent Info Session • Wellbeing Team take on publishing a term newsletter at the end of each term • Wellbeing Team source professional parenting advice documents to pass on to parents in newsletter format • Teacher(s) attend session on Peer Mediation and survey staff and students for input • Programs are designated at the start of the year within 'Roles and Responsibilities' document provided by Administration
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		<ul style="list-style-type: none"> • Captain leadership seminars • Parent Info Nights • Transition Sessions 	
	Year 2	<ul style="list-style-type: none"> • Professional Development • based on 'You Can Do It' and 'Bounce Back' • Every classroom displays the 'You Can Do It' principles in a prominent place • Trial • Kool Kids Positive Parents • New Peer Mediation Program • Maintaining • Student surveys • Lunchtime activities (and advertise) • Aussie of the Month • Student of the Week • Yard Awards • Choir • Clubs (before and after school) • Buddies • Kid's Hope • You Can Do It • Captain's Roles • Junior School Council • Captain leadership seminars 	<ul style="list-style-type: none"> • Teachers schedule PD for Curriculum Day based on 'You Can Do It' and 'Bounce Back' • Teachers trained for 'Kool Kids Positive Parents' in order to facilitate in Year 3 • Teachers trial new Peer Mediation Program • Programs are designated at the start of the year within 'Roles and Responsibilities' document provided by Administration

		<ul style="list-style-type: none"> • Parent Info Nights • Transition Sessions 	
	Year 3	<ul style="list-style-type: none"> • Professional Development • based on social/emotional wellbeing in students or conflict resolution • Trial • 'Circle Time' or Peace Table (or any conflict resolution/emotional social wellbeing learnt in PD) • Seek • Verbal/written feedback from parents • Designated folder for keeping parent feedback • Maintaining • Student surveys • Lunchtime activities (and advertise) • Aussie of the Month • Student of the Week • Yard Awards • Choir • Clubs (before and after school) • Buddies • Kid's Hope • You Can Do It • Captain's Roles • Junior School Council 	<ul style="list-style-type: none"> • Teachers schedule PD for Curriculum Day that is based on student wellbeing • Teachers trial what they learn at the PD • Wellbeing Team to collect feedback through various surveys • Programs are designated at the start of the year within 'Roles and Responsibilities' document provided by Administration

		<ul style="list-style-type: none"> • Captain leadership seminars • Parent Info Nights • Transition Sessions 	
	Year 4	<p>Professional Development</p> <ul style="list-style-type: none"> • based on social/emotional wellbeing in students or conflict resolution <p>Maintaining</p> <ul style="list-style-type: none"> • Student surveys • Lunchtime activities (and advertise) • Aussie of the Month • Student of the Week • Yard Awards • Choir • Clubs (before and after school) • Buddies • Kid's Hope • You Can Do It • Captain's Roles • Junior School Council • Captain leadership seminars • Parent Info Nights • Transition Sessions • Conflict resolution strategies 	<ul style="list-style-type: none"> • Teachers schedule PD for Curriculum Day that is based on student wellbeing • Programs are designated at the start of the year within 'Roles and Responsibilities' document provided by Administration
Productivity	Year 1	<ul style="list-style-type: none"> • Budget request developed to fund whole school intervention program. 	<ul style="list-style-type: none"> • Whole school intervention program has successfully incorporated the targeted

		<ul style="list-style-type: none"> • Identify students who require additional support in Numeracy and Literacy. • Professional chosen to run intervention program. • Identify and implement staff professional development for extending students in Numeracy and Literacy. • Allocate staff to a curriculum team based on year levels and experience/knowledge. • Timetable designed to provide collaborative planning time for each year level team. • Identify essential Numeracy, Literacy and Science resources and budget to purchase additional resources in year 2. • Phase 1 of the Mitcham Primary School Grounds Master Plan implemented. 	<p>students.</p> <ul style="list-style-type: none"> • All staff have received professional development in specific areas of Literacy and Numeracy identified following student assessment. • At least one member from each year level is represented in each curriculum team. • Staff provided with time to plan and assess in collaboration with their year level colleagues. • Essential Numeracy, Literacy and Science resources purchased. • Tasks identified within the Mitcham Primary School Grounds Master Plan implemented.
	Year 2	<ul style="list-style-type: none"> • Assessment of students in the intervention program to determine if they need to remain in the program. • Purchase Numeracy, Literacy and Science resources and PD delivered to familiarise staff with the products and programs. • Timetable designed to provide collaborative planning time for each year level team. 	<ul style="list-style-type: none"> ▪ Whole school intervention program continues to support and develop targeted students. ▪ Staff are familiar with the new Numeracy, Literacy and Science resources through PD delivered by the relevant curriculum team members. ▪ Teachers continue to receive designated time to plan collaboratively.

	<ul style="list-style-type: none"> • Develop a scope and sequence for each curriculum area and review existing documents. • Phase 2 of the Mitcham Primary School Grounds Master Plan implemented. 	<ul style="list-style-type: none"> ▪ Curriculum teams have developed and implemented scope and sequence to assist teacher plan. ▪ Tasks identified within the Mitcham Primary School Grounds Master Plan implemented.
Year 3	<ul style="list-style-type: none"> • Ongoing assessment of students in the intervention program to determine if they remain in the program. • Fully implement new Numeracy, Literacy and Science resources. • Timetable designed to provide collaborative planning time for each year level team. • Phase 3 of the Mitcham Primary School Grounds Master Plan implemented. 	<ul style="list-style-type: none"> ▪ Whole school intervention program continues to support and develop targeted students. ▪ Staff and students are fully utilising the new Numeracy, Literacy and Science Resources. ▪ Staff provided with time to plan and assess in collaboration with their year level colleagues. ▪ Tasks identified within the Mitcham Primary School Grounds Master Plan implemented.
Year 4	<ul style="list-style-type: none"> • Evaluate the intervention program and make recommendations on its future. • Analyse current Numeracy, Literacy and Science equipment and programs and determine their value and currency. • Timetable designed to provide collaborative planning time for each year level team. • Analyse Numeracy, Literacy and Science equipment and programs to determine if they have been successful in enhancing student learning. • Phase 4 of the Mitcham Primary School Grounds Master Plan implemented. 	<ul style="list-style-type: none"> ▪ Intervention student data analysed in SPA to demonstrate student growth. ▪ Staff have been surveyed and observed to determine the effectiveness of Numeracy, Literacy and Science resources. ▪ Staff provided with time to plan and assess in collaboration with their year level colleagues. ▪ Numeracy, Literacy and Science equipment and programs analysed to determine if they have been successful. ▪ Tasks identified within the Mitcham Primary School Grounds Master Plan implemented.