



School Review Report

Prepared for
Mitcham Primary School
Eastern Metropolitan Region
School Improvement Division
Department of Education & Early Childhood
Development

2009

- **School Number** **2904**
- **Principal** **Ian Sloane**
- **School Council President** **Tim Flora**
- **Type of Review** **Continuous Improvement**
- **School Reviewer** **Martin Winfield**
- **Date of Review Meeting at school** **7 September, 2009**
- **Date of this Report (final version)** **22 September, 2009**

Table of Contents

1.0	Executive Summary	3
2.0	Methodology	6
3.0	School Context	7
4.0	Evaluation of Performance	10
4.1	Student Learning	10
4.2	Student Pathways and Transitions	18
4.3	Student Engagement and Wellbeing	22

1.0 Executive Summary

Mitcham Primary School is a highly successful organisation, with evidence of high achievement, strong and stable leadership, effective teamwork and committed staff.

Central to this school's success is the dedicated and highly effective leadership team, led by an innovative, supportive and visionary principal, Ian Sloane. This principal is a genuine instructional and educational leader who has an intimate understanding of curriculum, assessment and pedagogy. In addition, Ian Sloane has capitalised on his extensive local, national and international networks and understanding of administration and financial management to deliver unparalleled facilities and breadth of classroom and extracurricular programs at the school. Leadership is not confined to this small group however; teachers, students and parents assume high levels of leadership responsibility within a genuinely distributed leadership model.

Teamwork is promoted, modelled and celebrated at this school. There are fine examples of very effective team teaching, and team planning is central to teachers' work. An example of this teamwork is the buddy system, which pairs teachers in the support of students at risk in their classes.

Mitcham Primary School has met or exceeded all goals set in the previous School Strategic Plan. This success has been due, in no small part, to the rigorous strategic planning for, and implementation of, very effective whole-school approaches to student learning and wellbeing.

There is a great deal to celebrate in the school. Student learning, during the last review period, has reached high levels throughout the school. The Early Years Program (Prep – Year 2) results in over 95% of students reading at 90%-100% accuracy by the time they reach Grade 2. NAPLAN, AIM and teacher assessed results have been very consistent, consistently exceeding expectations for this type of school. There has been an appropriate rate of learning growth for students as they progress through the school.

Absence rates have generally matched the state means during the review period, comparing well with other schools of this type. Parent Opinion Survey outcomes are generally good, Staff Opinion Survey results are excellent, and the results from the student Attitudes to School Survey are very strong across the board in the areas of Wellbeing, Teaching and Learning and Relationships.

Transition programs are well-organised, well-resourced and successful. There is a high level of communication between teachers and a comprehensive understanding of students which results in effective transition through the school.

The school was successfully accredited in the DEECD "Performance and Development Culture" program.

Interactive whiteboards and surround sound systems have been installed in all classrooms.

The school has successfully introduced a 1:1 ultra mobile PC program in years 4-6.

The school has a very committed and involved school council.

The review process has highlighted a number of areas within the school that will form the basis for improvement in the next review period. This reviewer believes strongly that the school is very well-placed to move into the next strategic planning period (2009-2013), with excellent leadership, high-level teamwork, comprehensive programs, and state of the art facilities.

With respect to Student Learning, the review has identified that, despite excellent results across the board, there is a continuing need to strengthen outcomes in Literacy and Numeracy. This will be achieved, in part, by creating an even more personalised approach to learning, strengthening the already high level of teamwork and collaboration and through further innovation in ICT.

In the area of Pathways and Transitions, the review has identified the need to ensure that approaches to teaching, learning and assessment achieve even greater consistency from P-6.

With respect to Engagement and Wellbeing, it has been recommended that the school involve parents even more fully as partners in supporting student learning, engagement and wellbeing.

Conclusion

This school review has provided Mitcham Primary School with the chance to carefully evaluate its performance during the last Strategic Planning period and to develop a range of improvement strategies which will form the basis of the next 4-year School Strategic Plan.

The reviewer would like to thank the school for welcoming the reviewer, and the principal and review panel members in particular for their preparation and participation in the review. I wish the school well with its future development and trust that this report assists in that endeavour.

Goals	Key Improvement Strategies
<p>Student Learning</p> <p>To continue developing high achieving students who are flexible, adaptive to the 21st Century learning environment and can take increasing levels of responsibility for their learning.</p>	<p><i>Plan for increasingly purposeful inquiry, deep, rich and personalised learning with increased levels of student voice, student responsibility and decision making.</i></p> <p><i>Enhance the performing arts program.</i></p> <p><i>Strengthen Professional Learning Teams with a focus on increased levels of responsibility for identification and implementation of innovation in curriculum and teaching practice and better sharing of practice (modelling / observation / feedback).</i></p> <p><i>Plan for further innovation in the classroom use of I.C.T.</i></p> <p><i>Focus on Literacy and Numeracy, particularly Writing and Spelling.</i></p>
<p>Student Pathways and Transitions</p> <p>To provide a seamless and sequential learning journey for all students P-6 by improving transition through the school.</p>	<p><i>Ensure that approaches to teaching, learning and assessment are consistent P-6 and sequential between classes.</i></p>
<p>Student Engagement and Wellbeing</p> <p>To improve engagement in learning for all students.</p>	<p><i>Involve parents more fully as partners in supporting student learning, engagement and wellbeing.</i></p>

2.0 Methodology

The reviewer undertook a preliminary visit to the school on 27 August 2009. This provided the opportunity to meet the Principal, Ian Sloane, and staff, to visit classrooms and to tour the grounds and facilities at Mitcham Primary School. Full sets of School Data and the School Self-Evaluation (SSE) were given to the reviewer during August 2009.

Arrangements for the review panel meeting were finalised during August 2009.

The review was held on 7 September 2009 with the following participants:

Ian Sloane	Principal
Tim Flora	School Council President
Martin Winfield	Reviewer
Margaret Bertram	School Development Officer, E.M.R.
Heather Wood	Assistant Principal
Andrew Cock	Grade 5/6 teacher
Kathy Lawson	Junior School Coordinator
Jackie Robson	Montessori Coordinator
Anna Papamichael	P.E. / Maths Intervention

The meeting provided the opportunity to consider a range of school performance data and to review the achievements of the last three years. The strengths of the school were highlighted, the opportunities for improvement were identified and recommendations for the school's next strategic plan were discussed.

A presentation and discussion session was held with the Mitcham Primary School Staff at 3.30 pm on Monday 12 October 2009 and School Council at 7.30 pm on Tuesday 13 October 2009.

3.0 School Context

Mitcham Primary School is a school of 350 students, located in the Eastern Metropolitan Region of Melbourne. The school is an active member of the Whitehorse Network of schools.

“The school is located next to Mullauna Secondary College. The school has capitalised on this location and established strong links with the administration and teaching staff.

(School Self Evaluation P.4)

Enrolments have increased at a steady rate, rising from 232 in 2002, to the current figure of 350. It is anticipated that the school will continue to increase in size.

Mitcham Primary School has a Student Family Occupation (SFO) density of 0.45, which reflects, on average, low to mid-range socio-economic status.

“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 ... There is also a moderately large group of professional parents with two incomes who are not economically disadvantaged. ”

(School Self Evaluation P.4)

The facilities at Mitcham Primary School are in excellent condition.

“We have wonderful facilities for our children after undergoing a comprehensive building renewal program which commenced in 1999 as part of the execution of the Master Plan. There have been a relocation of classroom facilities with refurbishment of junior school classrooms (Consolidation project – 1999/2000), and the rebuilding of the administration and staff facilities (Stage 1-2000/2001). The school completed the construction of a new library, art room, renovation and refurbishment of all middle and upper school classroom facilities, a new car park and the building of a magnificent new Multi-Purpose facility (Stage 2 – 2002). The school replaced all asphalt play space, two netball courts and a basketball court and most walkways in 2003. Two fenced Plexipave tennis courts were constructed in 2004. Stage 3 of the Major Works program (2004/5) has seen major reconstruction of our junior school classrooms with additional world class self-contained ICT facilities, sealing of the car park and a number of other improvements.

(School Website 2009)

The school built a stand-alone Performing Arts Centre in 2008.

The extensive grounds, which include an oval, tennis courts and full-size basketball courts, provide for a wide range of activities and programs.

The school has provided up to date ICT hardware, with an interactive whiteboard in each classroom, networked PCs in classrooms, the art room and ICT Centre and associated peripherals such as colour printers and digital cameras. A 1:1 ultra mobile PC program is operating in grades 4-6, with 140 children owning their own machine.

The school provides Language Other Than English (LOTE) instruction in Indonesian.

The school operates a very successful Montessori Stream, with four dedicated classrooms and 96 students in this program in 2009. The Montessori classes have extensive and appropriate Montessori equipment and are staffed by qualified and experienced Montessori teachers.

Support for students whose language background is not English, is provided within a comprehensive E.S.L. program, with a dedicated E.S.L. teacher. The program enjoys additional support (1 day per week) from the Blackburn English Language Centre. The school has a number of refugee students and is in receipt of Refugee Intervention Funding.

Intervention and support for students at risk is provided in a sophisticated program which includes Reading Recovery, E.S.L., Literacy Intervention, class Literacy Intervention and the Kid's Hope program. Every teacher in the school allocates one hour of non face-to-face teaching time to provide support to a small group of students from a 'buddy' class.

Specialist programs include P.E. and Sport, LOTE (Indonesian), Library, Learning Technologies (including robotics), Art/Craft, and Music. Extracurricular programs include instrumental music, choir, tennis coaching, camps and excursions.

Staff at Mitcham Primary School comprises the principal, assistant principal, class teachers, aides and a business manager. Strong leadership and teamwork are key features of the school.

"The staffing profile has changed significantly during the Review period. There are nine Graduate teachers on staff, and eight staff are new to the school in 2009."

(School Self Evaluation P.5)

Over 60 parents are trained annually in a very comprehensive, school-wide parent helpers program. Parent helpers assist in both mainstream and Montessori classes.

The review meeting identified the students, teachers and supportive parents as the school's key assets. There is clear evidence of very effective partnerships between home and school. It was clear that teachers at Mitcham Primary School have a very close relationship with parents and have developed an intimate understanding of the learning needs of students in their care.

4.0 Evaluation of Performance

4.1 Student Learning

The student learning goals in the last Strategic Plan were:

1. To move from the differentiated curriculum approach in classrooms to **Individualised learning (IL)** with an emphasis on *Inquiry-based learning*.
2. To implement the **Thinking Curriculum** as the basis of the school's curriculum in all classrooms across the school.

Associated with this goal, the school identified a number of Key Improvement Strategies:

- Develop quality parent teacher and student conferences to implement individual student goals and plans.
- Develop individualised teaching and learning principles and programs catering for dominant learning styles in all VELs strands.
- Develop a thinking oriented and inquiry based approach to cater for students' interests and learning styles.
- Provide ongoing professional development in individualised learning.

The following targets were formulated:

- All years, Prep to 6, embed Individualised Learning in their class planning and program (including Individual Learning Plans).
- All students in years Prep to 6 have established individualised learning in their daily classroom practice.
- All students' dominant and least preferred learning styles will be identified using age appropriate assessment tools.
- All students collaborate in a learning partnership in the development of their Individual Learning Plans and taking into account their preferred learning styles.
- 80% of students prep to year 6 apply a broad range of Thinking Skills in accordance with MPS Thinking Skills Scope and Sequence Chart.
- 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.

What student outcomes did the school achieve?

The following observations were based on the School Self-Evaluation (SSE), the School Level Report (SLR) and further analysis of the data in the review meeting of 7 September 2009.

Assessment of Reading P-2

Results from Assessment of Reading P-2 are very good, with an appropriate and very pleasing level of learning growth from Prep to Grade 2. Results in Grade 2 exceeded the state mean in 4 out of the 5 years 2004-2008, with over 95% of students reading at 90-100% accuracy in 2005, 2006, 2007 and 2008. Results for students in Prep over the review period were generally lower than those for Grades 1 and 2, with results falling below the state mean in 4 of the 5 years 2004-2008.

Overall, there were very few students reading at 50% accuracy or below, with only 1 or 2 students reading at this level in Grade 2 over the review period. In Prep and Grade 1, this number was a little higher, with between 2 and 10 students reading at below 50% accuracy.

A comparison with other schools shows results for Grade 1 and Grade 2 matching the SFO Percentile Band in most years under review and exceeding the SFO Percentile Band in Grade 1 in 2005 (a strong cohort in Prep 2004). Results in Preps exceeded the SFO Percentile Band in 2004, but were below expectations for this school type in years 2005 - 2008.

Despite significant variation in results for Prep over the review period, it is clear that the P-2 Literacy Program at Mitcham Primary School has demonstrated the capacity to support children's literacy learning with almost all students reading at benchmark levels by the time they complete Grade 2.

English and Mathematics VELs

The review panel acknowledged the accurate and realistic nature of teachers' judgements against CSF and VELs at Mitcham Primary School. There was a small percentage of students awarded an "A", and a significant percentage awarded a "B" during the review period. There were no instances, during the review period where all students in a class were assessed at level "C".

Overall the school means in English and Mathematics closely match and generally just exceed the state means.

A comparison with other schools shows the majority of student cohorts' results, according to teacher judgements, significantly exceeding the SFO Percentile Band in Grades P-6.

NAPLAN 2008

NAPLAN results in Reading and Writing at Grade 3 and Grade 5 were very good, exceeding the State Mean Score at Grade 3 and Grade 5. The School Mean as a Percentile matched the School's SFO Percentile Band at Grade 3, and exceeded the SFO Percentile Band Grade 5. Results for Numeracy were slightly higher than for Reading and more consistent between the grade levels, with the School Mean exceeding the State Mean Score at both Grade 3 and Grade 5 and the Schools Mean as a Percentile exceeding the School's SFO Percentile Band at both grade levels.

AIM 2003-2007

AIM results at Year 3 and Year 5 in Reading show high and consistent outcomes from 2003-2007, with results having remained significantly above the State Mean Score at Grade 3 and at or slightly above the State Mean Score at Grade 5. A comparison of Grade 3 and Grade 5 Reading results with other schools, during the review period, indicates that the results for Mitcham Primary School exceeded expectations for this school type, lying above the SFO Percentile Band in all years.

AIM results for Number, in both Grade 3 and Grade 5, were also strong, with means that consistently exceeded the State Mean Score at Grade 3 and generally matched the State Mean Score at Grade 5. Results expressed as a percentile consistently exceeded the SFO Percentile Band in Grade 3 and Grade 5.

Whilst Matched Cohort Data is no longer included in the School Level Report, a comparison of the AIM School Means at Grade 3 and Grade 5 tends to suggest that, in terms of "value-adding", the average achievement has grown at between 0.3 and 0.9 VELs levels over the review period, with most cohorts achieving a learning growth of more than 0.8 of a VELs level between years 3 and 5. Learning growth was particularly strong between years 3 and 5 in Reading over the review period.

The broad picture gained from analysis of P-2 Assessment of Reading, NAPLAN and AIM is of very good P-2 results, with strong NAPLAN and AIM outcomes at Grade 3, and Years 5, especially in Literacy.

Particularly pleasing are the realistic and accurate teacher judgements, which generally correlate very well with other data sets (AoR, NAPLAN and AIM). Accurate teacher judgements have positive implications for accurate assessment for, of and as learning, high and realistic expectations and identification of students at risk.

Parent Opinion

Parent Opinion Survey results were generally at or just below the state median for the review period.

Results in the 2006, 2007 and 2008 surveys relating to student learning were:

2006/2007/2008

Area	2006 School mean	2006 State median	2007 School mean	2007 State median	2008 School mean	2008 State median
Stimulating Learning	5.94	5.81	5.82	5.84	5.72	5.84
Reporting	4.78	5.45	5.56	5.51	5.40	5.56
Learning Focus	5.87	5.71	5.85	5.72	5.51	5.73

All results are at, or very close to, the state median and have been maintained at a relatively high level. It is this reviewer's belief that the Parent Opinion Survey results reflect the high and positive support for the school from its community.

E.S.L.

The school has implemented a comprehensive E.S.L. program with additional support from the Blackburn English Language School.

2005-2009 STRATEGIC PLAN

The goals: *"To move from the differentiated curriculum approach in classrooms to **Individualised learning (IL)** with an emphasis on Inquiry-based learning; and To implement the **Thinking Curriculum** as the basis of the school's curriculum in all classrooms across the school"* have been met consistently for all students at all year levels as they transition through the school. There is clear evidence of consistent and high quality instructional approaches being implemented in accordance with the school's last strategic plan and yearly implementation plans.

The targets relating to Individualised Learning, Thinking Skills and Learning Styles were met, according to evidence presented at the review day. Results from Assessment of Reading,

AIM, NAPLAN and Teacher judgements indicate that the target relating to average improvement in Literacy and Numeracy over the two year curriculum cycle has also been met consistently over the review period.

Why did the school achieve / not achieve improved student outcomes?

Within the School Self Evaluation, and at the review meeting, a number of factors were identified which have contributed to the school's outcomes over the review period. The reviewer has also used elements of the Effective Schools Model to highlight specific issues at the school level and identify key improvement strategies.

It was made clear in the review meeting that the school has a focus on teaching and learning. There is a very admirable "can do" attitude with respect to student learning and catering for children's unique and individual needs. There is a high level of empathy and a realistic understanding of this diverse community by the principal and among staff.

The review panel discussion reflected a shared vision by the staff based strongly on high expectations for learners and development of a strong learning community.

There is a very strong culture of teamwork at Mitcham Primary School. This is particularly evident in strong team-teaching situations within the school and in the very powerful coaching and mentoring relationships. Teachers share their expertise, plan and work together and there is a great deal of alignment with the school's strategic direction and a sense of common purpose.

Strong professional leadership from the principal and leadership team assists this alignment and it is clear that staff as a whole are valued and appreciated.

Significant improvements have been made to the curriculum and significant gains made in teacher capacity and classroom practice.

There is a very strong professional learning culture at the school.

Strong core programs are augmented by Reading Recovery, ESL and a comprehensive support strategy in Literacy and Mathematics.

A tour of the classrooms confirmed the school's ability to provide an attractive and state of the art ICT environment, with interactive whiteboards in all classrooms.

Lower Reading results in Prep over the review period, when compared to higher results in Grade 1 and Grade 2, can be attributed to the significant variation among children when they enrol in Prep to the time needed for some children to acquire basic literacy skills. This deficit is being successfully addressed through the very effective Prep – 2 program and additional support and intervention programs in this area.

How effectively did the school manage its resources to support improved student outcomes?

Human resources at Mitcham Primary School comprise the principal, assistant principal, 14 class teachers, and a variety of specialist and support teachers. Considerable thought and effort has gone into attracting and retaining quality teachers.

It is this reviewer's opinion that a high level of support and intervention is provided to students at risk at all grade levels by classroom teachers, specialist teachers and teacher aides.

Funding has been allocated to support class and specialist programs as well as professional development of staff.

ICT resources have been significantly enhanced, with interactive whiteboards being installed in all classrooms, including the ICT Centre and Art/Craft room. The provision of classroom PCs, the 1:1 ultra Mobile PC program and wireless network provide for an innovative, state of the art and up to date ICT platform.

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

Goals	Targets	Key Improvement Strategies	Suggested actions <i>(optional)</i>
<p>To continue developing high achieving students who are flexible, adaptive to the 21st Century learning environment and can take increasing levels of responsibility for their learning.</p>	<p>85% of students in Prep / 90% of students in Grade 1 / 95% students in Grade 2 achieve the VELS minimum standard (1.00 / 1.50 / 2.00) in the English online interview.</p> <p>Teacher assessment of Speaking and Listening to improve to means of:</p> <p>P: 1.00 2: 2.00 4: 3.00 6: 4.00</p>	<p>Plan for increasingly purposeful inquiry, deep, rich and personalised learning with increased levels of student voice, student responsibility and decision making.</p> <p>Enhance the performing arts program.</p> <p>Strengthen Professional Learning Teams with a focus on increased levels of responsibility for identification and implementation of innovation in curriculum and teaching practice and better sharing of practice (modelling / observation / feedback).</p> <p>Plan for further innovation in the classroom use of I.C.T.</p> <p>Focus on Literacy and Numeracy, particularly Writing and Spelling.</p>	<p>Further develop thinking skills.</p> <p>Using the Principles of Learning and Teaching and the e5 Instructional Model, further develop a shared understanding and common language of how students at Mitcham Primary School best learn and what constitutes students being more responsible for their own learning.</p> <p>Strengthen the induction of new teachers with respect to the Mitcham P.S. programs related to student learning (individualised learning / inquiry approach ICT etc.).</p> <p>Further enhance student goal and target setting.</p> <p>Continue to improve three-way conferences, using digital portfolios.</p> <p>Further strengthen the structure and content of personalised education plans and further develop students' capacity to develop personalised education plans with a focus on specific knowledge, skills and competencies to be acquired.</p>

			<p><i>Enhance reflective practice and extend coaching across the school.</i></p> <p><i>Leadership and all team meetings focus predominantly on student learning, tracking and monitoring of achievement and transformation of teacher practice.</i></p> <p><i>Capitalise on the new Performing Arts Centre and develop an enhanced performing arts program which gives all students the opportunity to express themselves and showcase their talents.</i></p> <p><i>Further extend the 1:1 ultra mobile PC Program and provide training / induction for grades about to transition into the program.</i></p> <p><i>Develop a more consistent whole-school approach to writing , comprehension and spelling.</i></p>
--	--	--	---

4.2 Student Pathways and Transitions

What student outcomes was the school trying to achieve?

The student pathways and transitions goal in the last School Strategic Plan was:

To improve the **preschool to school transition** program.

Associated with this goal, the school identified a number of Key Improvement Strategies:

- Develop guidelines for the promotion and distribution of transition details and parent information meetings.
- 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.

The following targets were formulated:

- To have 75% of new Prep students attend at least 50% of transition sessions offered by 2009.
- To achieve a minimum 50% attendance at parent information sessions run by the school prior to the commencement of the new year.
- To develop a battery of assessment tasks to assist with Transition at other stages e.g. Grade 2 to Grade 3.

What student outcomes did the school achieve?

Discussion at the review meeting and an analysis of the School Self Evaluation indicates that the current transition programs at Mitcham Primary School are operating effectively, with students making successful transitions into Prep and on to secondary college.

The 2006, 2007 and 2008 Parent Opinion Survey showed that parents were satisfied with the statements relating to transitions, with the school means of 5.76, 5.65 and 5.76 closely matching the state means.

The K-Prep transition program has been very successful:

“The preschool students attend school during Terms 3 and 4, for a series of five 1 hour transition sessions run by the Prep teachers to help get to know the children and to

highlight the schools programs. They also attend a morning orientation session in December in preparation for starting school the next year. A parent information evening is also held in December.”

(School Self Evaluation P.21)

A slightly different set of arrangements are in place for the Montessori stream:

“The Montessori transition occurs in Term 4. The children come into the Cycle 2 classrooms for 4 sessions of 11/2 hours and they are paired up with a school buddy... All students have completed Cycle 1 before starting school.

(School Self Evaluation P.21)

Prep enrolments reached a high of 46 in 2006. Overall enrolments have increased by 73 during the review period.

Most grade six students go on to attend the local secondary college, Mullauna College. The College runs a comprehensive transition program. Students attend the college on the state-wide orientation day as well as participating in other transition activities organised by the college.

Transition into the school at years other than prep occurs for 9% of students. Refugee students can enrol at any time during the year. Whilst it is not formally documented, the school has a consistent and effective induction strategy in which new students and their families have the chance to become thoroughly familiar with their new school. Anecdotal evidence indicates that students enrolling at grades other than Prep, and at different times during the year, have settled in very well to their new environment.

2005-2009 STRATEGIC PLAN

The goal and all targets relating to Student Pathways and Transitions were met in full.

Why did the school achieve / not achieve improved student outcomes?

Successful transition into, out of and through Mitcham Primary School is due, in no small part, to the high level of planning and communication by school staff.

Transition into the school is well organised with new children having a number of opportunities to engage with the school and its students and participate in school activities.

The principal and leadership team at Mitcham Primary School play a key part in welcoming and supporting new parents to the school.

Further development of whole school approaches to teaching and learning and assessment will improve transition of students through the school.

Further development of systems for tracking individual student achievement and enhanced and more regular formal communication between classes in relation to individual student's learning will also improve this key area.

How effectively did the school manage its resources to support improved student outcomes?

Time release is provided to support the work of teachers in the transition programs at Mitcham Primary School.

The school works collaboratively with the local pre-schools and secondary colleges. Prep teachers liaise regularly with feeder preschools.

Year 6 teachers meet with their secondary colleagues to share information about students.

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

Goals	Targets	Key Improvement Strategies	Suggested actions (optional)
<p><i>To provide a seamless and sequential learning journey for all students P-6 by improving transition through the school.</i></p>	<p><i>Learning growth P-6 assessed by teachers to be at least one VELS level for every two years P-6.</i></p> <p><i>Learning growth assessed by NAPLAN to be at least 100 points 3-5 over the review period.</i></p>	<p><i>Ensure that approaches to teaching, learning and assessment are consistent P-6 and sequential between classes.</i></p>	<p><i>Use on-line adaptive testing to assess student learning and assist in moderation of teacher judgements.</i></p> <p><i>Update the school's assessment schedule and continue improving systems to record, track and REGULARLY DISCUSS student results and progress by fully implementing student achievement tracking software.</i></p> <p><i>Every teacher to conduct running records for every child, every month.</i></p>

4.3 Student Engagement and Wellbeing

What student outcomes was the school trying to achieve?

The student engagement goal in the last Strategic Plan was:

To enhance **student engagement** with schooling, for all students, with a particular emphasis on Year 5 and 6 children.

Associated with this goal, the school identified a number of Key Improvement Strategies:

- Support students to be autonomous learners who have a positive attitude towards themselves and to learning.

The following targets were formulated:

- 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.
- 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.

What student outcomes did the school achieve?

In 2009, the student Attitudes to School Survey results were very strong, with very high outcomes for *Wellbeing*, *Teaching and Learning* and *Student Relationships*. All combined Grade 5/6 results in these areas fell in the third and fourth quartiles. When separated by gender, the combined 5/6 results show very little variation between girls and boys, but with slightly higher results for girls across the board. Results varied a little between grade levels, with slightly higher results (mostly in the fourth quartile) in Grade 6, with slightly lower results in Grade 5, particularly in the area of *Teaching and Learning*. There has been a consistent improvement trend across all areas 2007-2009, from a set of results mostly in the first and second quartiles in 2007 to outcomes mainly in the fourth quartile in 2009.

The 2008 Parent Opinion Survey reflects consistent results with scores generally at, just above or just below the state median. The results for "Behaviour Management", "Class Behaviour", "Student Safety", "Student Motivation" and "School Connectedness" all exceeded the state median score. The high results in these areas reflect the high and improved scores for related variables in the student Attitudes to School Survey over the past three years. At the review meeting, it was acknowledged that parental involvement, whilst quite high, could be improved and focussed more on student learning.

Staff opinion results have been consistently above the state primary median for most variables associated with Student Engagement and Wellbeing. The result for Student Misbehaviour lies just below the benchmark. However, the result for Classroom Misbehaviour has improved dramatically, to be now well above the state benchmark.

Student absences have generally matched the state benchmarks during the review period. Compared to other schools, student absence figures P-6 have matched the SFO Percentile Band (i.e. the school has performed according to expectation for a school of this type and at a level than the SFO Percentile Band predicts) for the period under review. High attendance is a significant key indicator of student engagement.

The school has successfully introduced whole-school programs to support student engagement, wellbeing and relationships:

“The ‘You Can Do It’ Program was introduced in 2001. The Bounce Back program was introduced in 2006.”

(School Self Evaluation P.14)

Year 6 students are trained as Peer mediators.

2005-2009 STRATEGIC PLAN

An excellent range of student support and leadership programs and very good results indicate that the goals and targets relating to Student Wellbeing and Engagement have been fully met.

Why did the school achieve / not achieve improved student outcomes?

It became clear in the review meeting that the school has consistently implemented whole-school approaches to student wellbeing and relationships. Once a program, such as “You Can Do It” has been chosen, it has been consistently applied across the whole school, appropriately resourced and the staff has committed to the program and has been supported to access the relevant professional learning:

The school rewards and reinforces appropriate behaviour through the distribution of playtime raffle tickets, the award of ‘Student of the Week’ certificates and ‘Aussie of the Month’ awards.

The “Kool Kids Positive Parents” program has enhanced relationships and wellbeing.

The review panel acknowledged the significant impact on student engagement of the innovative and up to date ICT programs operating in the school (1:1 Ultra Mobile PC program, Robotics).

Higher levels of personalised learning with attention to students' learning styles and the focus on an inquiry approach to learning have contributed significantly to improved levels of student engagement in learning.

The attractive classrooms and well maintained playgrounds and oval provide a range of flexible alternatives for student learning, sport activities and play.

A range of lunchtime activities serve to engage children in appropriate sporting pursuits, limit boredom, and encourage friendship and cooperation.

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

The school has allocated significant resources to provide very strong support for Student Wellbeing and Engagement.

A significant proportion of the PD budget has been allocated to engagement and wellbeing.

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

Goals	Targets	Key Improvement Strategies	Suggested actions <i>(optional)</i>
<p><i>To improve engagement in learning for all students.</i></p>	<p><i>Student lateness to significantly improve over the review period.</i></p> <p><i>For Attitudes to the School Survey results to remain consistently in the third and fourth quartile for both girls and boys during the strategic planning period.</i></p>	<p><i>Involve parents more fully as partners in supporting student learning, engagement and wellbeing.</i></p>	<p><i>Use the DEECD student at risk management tool to more effectively record and monitor students' needs and safety.</i></p> <p><i>Explore strategies to provide more direct advice and guidance to students (e.g. organise for every child to be paired with a significant adult mentor).</i></p> <p><i>Develop a School Engagement Policy.</i></p> <p><i>Review the school's values program.</i></p> <p><i>Provide more leadership opportunities for students.</i></p> <p><i>Explore whole school strategies to explicitly increase parent and family engagement.</i></p>