School Strategic Plan for Thomas Mitchell Primary School 5294 2015 – 2018

Endorsements

Endorsement by School Principal	Signed…………………………………… Name: John Hurley Date: 13/2/2015
Endorsement by School Council	Signed…………………………………… Name: Jason Jurrjens Date: 17/3/2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed…………………………………… Name John Allman Date 3/2/2015

School Profile

Purpose	Thomas Mitchell Primary School provides excellence in education by offering planned, high quality teaching and learning that both reflects and develops community attitudes. We welcome children into a safe and richly diverse learning community that is united in the pursuit of educational excellence. Each child is recognised as an individual, and will be nurtured and guided to achieve his or her full potential through lifelong learning and personal growth.
Values	Thomas Mitchell Primary School exists for the growth and development of children, and this is reflected in all decisions made by the school. School values encourage students to respect themselves, other people, and the property of others. We believe in: • Ensuring that the growth and development of children is the primary focus of all decisions made by the school. • Providing skilled and innovative teaching that recognises and addresses the learning needs of all students and is based on current educational research and ongoing professional learning. • Developing students to be motivated, articulate, collaborative, emotionally intelligent, curious and socially responsible. • Fostering a love of learning that is enhanced by the inclusion of an international perspective and that will empower students to thrive in a globally connected world. • Providing opportunities for students to develop and discuss their own thinking and learning and to join with staff and the broader school community to have a voice and be in dialogue around important issues. • Being a community educational resource and building cooperative relationships with all members of the broader school community. • Upholding the spirit and principles of the Universal Declaration of Human Rights 1948 by providing a respectful, inclusive and professional learning environment where diversity in nationality, beliefs, knowledge and opinions is valued by all.
Environmental Context	Thomas Mitchell Primary school is a government school located in the residential area of Endeavour Hills, 35km south of Melbourne and 7km east of Dandenong. It is the last of 5 government primary schools built in the Endeavour Hills area. Endeavour Hills is part of the City of Casey. Residential growth has now moved beyond Endeavour Hills. Thomas Mitchell Primary School was established in 1991. Following its opening, enrolment rose rapidly to over 700 to meet the needs of a developing suburb. From 2003 onwards, the rate of growth slowed. In recent years the popularity of the school in the local and broader community has seen enrolments accelerate to around 800 students in 2014. 69% of students come from outside the school's local area. The school population is very diverse, with a large number of students (71%) coming from a Language Other than English Background. More than 70 nationalities are represented in our school community. The school's SFO (School Family Occupation) index is 0.5101. This is considerably lower than local government schools, because of the number of families who share common aspirational goals for their children and are prepared to travel to attend Thomas Mitchell.

	Our school is accredited with the Council of International Schools (CIS) and recently completed the five year CIS visit. School leaders are active members of the CIS network of schools, which enables us to regularly interact with government, private and catholic schools. Participation in accreditation teams for international schools provides Thomas Mitchell with a current view of world's best practice and standards. Thomas Mitchell has a strong record of providing a broad, high quality education for all students who strive and achieve success in academic, artistic and sporting arenas. The languages offered to students are Mandarin and Indonesian. Priorities in our Strategic Plan 2015-2018 are a commitment to broad academic growth in literacy and numeracy, internationalising education, meeting the global learning needs of our students and catering for a large range of student interests and potential.
Service Standards	Thomas Mitchell Primary School is committed to the use of the CIS accreditation standards and recommendations to drive school improvement: • The continued development of a positive, respectful learning culture. • The commitment to international/intercultural learning. • The embracing of curriculum innovation. • The conscious commitment to the differentiation of learning. • The focus on the use of explicit literacy and numeracy strategies in every classroom. • The support for a dynamic, positive and professional leadership of the school. • The professional dedication and hard work of the staff. • The systematic implementation of our Collegiate Visit program that includes rigorous teacher observation and sharing of best practice. • The engagement and support of the school community. • The effective use of universities and current research to enhance the improvement initiatives in the classroom. • Acknowledgement of the highly multicultural community and providing education with high expectations. • Preparing students to be successful 21st century learners • Utilising relationships with schools across the world. • Ensuring students have access to the latest technology.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To improve and maximise individual student learning across the whole curriculum with an emphasis on Literacy and Numeracy.	To increase the number of students 'at' or 'above' the expected level against AusVELS Reading and Writing achievement standards. That the School Staff Survey components - 'Renewal of knowledge and skills', 'Applicability of professional learning', 'Active participation' and 'Coherence' demonstrate that Thomas Mitchell Primary School's mean score is 'at' or 'above' the *All* school score. To improve the number of students performing at an 'A' or 'B' in Speaking and Listening according to AusVELS achievement standards. To increase the number of students 'at' or 'above' the expected level against AusVELS Numeracy (Number & Algebra) achievement standards. That the 'Teacher collaboration' component in the School Staff Survey demonstrates that Thomas Mitchell Primary School's mean score is 'at' or 'above' the *All* school score.	1. Review current teaching practice across the school with a view to developing a whole school approach to the teaching of Literacy and Numeracy based on current best practice theory and research. 2. Undertake significant professional development in relation to supporting the agreed whole school approach. 3. Further develop our strategies and programs (including Literacy Support and enrichment programs) for all students with a view to ensuring differentiated programs with rich and challenging learning opportunities. 4 Continue to develop and implement a consistently applied whole school approach to assessment and reporting, to teacher moderation and subsequently to whole school data analysis, which informs curriculum programs and the delivery of best practice teaching. 5. Ensure that the focus on the teaching of literacy and numeracy is reflected in the time allocated to these subjects.
Engagement	To ensure that the growth and development of the students is the primary focus of all decisions made by the school.	To improve the percentage of students in Year 5 & 6 who feel connected to and engaged in their learning (Attitudes to School Survey). To increase student motivation and active engagement in their learning.	1. Improve the House System and student leadership programs. 2. Further develop current programs such as School Start Up program and sister school relationships.

		(Attitudes to School Survey).	3. Increase lunchtime activity opportunities involving indoor and outdoor settings.
		Student Motivation – Parent Opinion Survey (school mean) | 2013	2014
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5.66	5.81		4. Reinstate a Buddy Program.
		To create structures that will develop student capacity to make successful transitions within the school and beyond.	5. Build engagement and involvement of community members in all facets of student learning, including classroom helpers and recognition of our broad cultural diversity.
		Transitions – Parent Opinion Survey (school mean) | 2013	2014
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5.55	5.68		6. Further promote student voice opportunities that empower students as contributing and socially active citizens.
Wellbeing	To provide an inclusive, safe, orderly and stimulating environment for learning that is critical to achieving and sustaining students' positive learning experiences. To promote Students' health, safety and wellbeing as essential to learning and development.	To create structure/programs that will empower and support all students to value themselves and others. To increase the 'Percentage endorsement' score in the 'Parent and community involvement' component of the School Staff Survey. To improve the Annual Attendance rate by year level across the school. Continued improvement in Student Safety as measured by the Parent Opinion Survey. **Student Safety – Parent Opinion Survey (school mean)** | 2013	2014
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5.24	5.38 | Student Safety to trend upwards to be at or above the State mean 4.47 **Student Safety – Attitudes to School Survey (matched cohort)** | Year 6 2014	Year 5 2013
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4.27	4.30		1. All staff to undertake Mandatory Reporting, Anaphylaxis and other appropriate wellbeing professional learning. 2. Work with the community to increase community awareness and knowledge about safety, cyber safety, bullying and wellbeing. 3. Continue to embed our school Vision and Values and class mission statements into the curriculum and to support a deeper understanding of these throughout the school. 4. Teachers to regularly follow up student attendance and lateness and communicate student wellbeing issues with school leadership. 5. Build strategies to strengthen positive relationships and enhance partnerships with the local and global community.

Productivity	To optimise the allocation of resources (human, educational, financial, physical, space) in order to maximise the learning outcomes for all students. To maintain the schools accreditation as a member of the Council of International Schools (CIS) to continue to maintain strong links with the C.I.S networks and to be actively involved in continuous school improvement.	Improved results on the Staff and Parent surveys on the satisfaction variables. Improved student achievement data. Continual improvement in the TMPS survey results for the Collegiate Visit Program over the course of the Strategic Plan. The 'Collective participation' component in the School Staff Survey demonstrates that Thomas Mitchell Primary School's mean score is 'at' or 'above' the *All* school score. An increase in the 'Percentage endorsement' score in the 'Collective efficacy' component of the School Staff Survey.	1. Establish a Resource Room and system to manage resources across the school. 2. To identify current and forecast future technology needs across the school and apply relevant funding. 3. Invest in staff development by providing high quality learning opportunities aligned to school goals and priorities. 4. To use the Performance and Development framework ensuring goals are aligned to the school strategic plan. 5. To use the "Classroom Practice Continuum" to support the development of best teaching practice throughout the school. 6. To further develop the Collegiate Visit program throughout the school. 7. To further develop the capacity of the Leadership Team. 8. To provide an effective mentoring program for Graduate teachers in their first year of teaching.

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement	Year 1	Investigate/explore different approaches to the teaching of literacy and numeracy. To review current teaching practice across the school with a view to developing a whole school approach to the teaching of Literacy and Numeracy based on current best practice theory and research. Establish a plan and timeline to support the implementation of a whole school approach. Begin the implementation based on the plan and timeline. Further develop our strategies and programs (including Literacy Support and enrichment programs) for all students with a view to ensuring differentiated programs with rich and challenging learning opportunities. Continue to develop and implement a consistently applied whole school approach to assessment and reporting, to teacher moderation and subsequently to whole school data analysis, which informs curriculum programs and the delivery of best practice teaching. Ensure that the focus on the teaching of literacy and numeracy is reflected in the time allocated to these subjects. Establish a plan to introduce Philosophy across the school. Plan and begin a strategic approach to professional Learning which includes collegiate visits and is reflected in teacher Performance and Development Plans.	Document the teaching methods and resources used in the teaching of reading and numeracy across the school. Use of the evidence to establish a whole school approach to the teaching of reading and numeracy. Approved school policy on the teaching of reading and numeracy including Literacy Support and Enrichment. Professional development attended by all staff. Updated assessment schedule implemented. Professional learning plans which reflect the needs of staff and meet the strategic priorities of the school. Philosophy plan written and agreed to.

Year 2	Develop and document an agreed whole school approach to the teaching of literacy and numeracy based on research and evidence. Continue implementation of a whole school approach to the teaching of literacy and numeracy based on the established plan and timeline. Review existing policies related to the teaching of literacy and numeracy and modify accordingly. Continue to undertake significant professional development in relation to supporting the agreed whole school approach. Further develop our strategies and programs (including Literacy Support and enrichment programs) for all students with a view to ensuring differentiated programs with rich and challenging learning opportunities. Continue to develop and implement a consistently applied whole school approach to assessment and reporting, to teacher moderation and subsequently to whole school data analysis, which informs curriculum programs and the delivery of best practice teaching. Ensure that the focus on the teaching of literacy and numeracy is reflected in the time allocated to these subjects. Continue the establishment of Philosophy across the school.	Curriculum planning documents that reflect agreed whole school approached to literacy and numeracy. Greater consistency of teaching practice across the school. Professional learning plans which reflect the needs of staff and meet the strategic priorities of the school. Evidence of the establishment of a Philosophy Program. An effective program to score and use data to inform planning. Collegiate visit program further developed and extended to other schools.
Year 3	Continue implementation of a whole school approach to the teaching of literacy and numeracy based on the plan and timeline to support the implementation. Review the plan and timeline adjusting it accordingly to meet the ongoing needs of the staff and students. Undertake professional development in relation to supporting the agreed whole school approach.	Curriculum planning documents that reflect agreed whole school approached to literacy and numeracy. Greater consistency of teaching practice across the school. Updated curriculum policies ratified by School Council.

		Further develop our strategies and programs (including Literacy Support and enrichment programs) for all students with a view to ensuring differentiated programs with rich and challenging learning opportunities. Continue to develop and implement a consistently applied whole school approach to assessment and reporting, to teacher moderation and subsequently to whole school data analysis, which informs curriculum programs and the delivery of best practice teaching. Ensure that the focus on the teaching of literacy and numeracy is reflected in the time allocated to these subjects. Introduce Philosophy across the school.	Professional learning plans which reflect the needs of staff and meet the strategic priorities of the school. Philosophy Program established across the school.
	Year 4	To review current teaching practice in Literacy and Numeracy across the school to ensure the students are receiving the best possible teaching and learning. Undertake professional development in relation to supporting the agreed whole school approach. Further develop our strategies and programs (including Literacy Support and enrichment programs) for all students with a view to ensuring differentiated programs with rich and challenging learning opportunities. Continue to develop and implement a consistently applied whole school approach to assessment and reporting, to teacher moderation and subsequently to whole school data analysis, which informs curriculum programs and the delivery of best practice teaching. Ensure that the focus on the teaching of literacy and numeracy is reflected in the time allocated to these subjects. Extend the Philosophy Program to include all year levels.	Improved student learning outcomes. Alignment between agreed whole school approach and classroom practice. Greater consistency of teaching practice across the school observable through the collegiate visit program. All curriculum policies updated and ratified by School Council. Professional learning plans which reflect the needs of staff and meet the strategic priorities of the school. Philosophy Program embedded throughout the school.

Engagement	Year 1	Review and enhance the House system.	Students and Staff have had the opportunity to input into the review of the House System.
		Review the student leadership program with a view to providing greater opportunities for student leadership.	House System policy reviewed.
			Student Leadership action plan developed.
		Further develop current programs which build student engagement such as School Start Up program.	School Start up Program undertaken by all classes.
		Establish a program of lunchtime activity opportunities involving indoor and outdoor settings.	Program of lunchtime activities scheduled and undertaken throughout the year.
		Appoint a staff member to investigate a buddy program for Prep/Year 5 students and if appropriate design and document a program to be trialled.	Staff member appointed to investigate Buddy program. Program trialled as appropriate.
			Completion of Classroom Helpers Program by parents.
		Build engagement and involvement of community members in all facets of student learning, including classroom helpers and recognition of our broad cultural diversity.	Classroom Helpers established in Prep, Year 1 and Year 2.
		ICT Curriculum Leader to lead whole school improvement in the practice of engaging student through the use of ICT.	Plan developed and implemented by ICT Leader.
			Student voice and actions evident in a variety of contexts across the school.
		Further promote student voice opportunities that empower students as contributing and socially active citizens.	Review of Junior School Council completed.
			Student input evident in team planning.
		Appoint a Leading Teacher responsible for Internationalising Education. Evaluate how Junior School Council contributes to promoting student voice and make recommendations.	Teacher records of collegiate visit program include a focus on student engagement. Teachers demonstrate an increased capacity to engage students in their classroom using a variety of techniques and approaches.
		Work with Level Teams to ensure that student voice has a place in the design of learning programs.	
		Focus on student engagement as part of the Collegiate Visit program.	

	Year 2	Implement the student Leadership action plan and continue to develop the program. Increase lunchtime activity opportunities involving indoor and outdoor settings and seek student feedback on the activities offered. Continue with the Buddy Program as appropriate. International Education leader to explore ways and opportunities to enhance the sister school relationship with Chang Zhou Experimental Primary School. Build engagement and involvement of community members in all facets of student learning, including classroom helpers and recognition of our broad cultural diversity. ICT Curriculum Leader to lead whole school improvement in the practice of engaging student through the use of ICT. Further promote student voice opportunities that empower students as contributing and socially active citizens.	Student Leadership action plan implemented. Program of lunchtime activities scheduled and undertaken throughout the year. Evidence of Buddy Program in planning documents. Completion of Classroom Helpers program by parents. Classroom Helpers established in Prep, Year 1, 2 and 3.
	Year 3	Review the Student Leadership action plan to meet current student needs Review lunchtime activity opportunities involving indoor and outdoor settings. Continue with the Buddy Program as appropriate. Build engagement and involvement of community members in all facets of student learning, including classroom helpers and recognition of our broad cultural diversity. ICT Curriculum Leader to lead whole school improvement in the practice of engaging student through the use of ICT. Further promote student voice opportunities that empower students as contributing and socially active citizens.	Student Leadership action plan reviewed. Review of Program of lunchtime activities undertaken. Completion of Classroom Helpers program by parents. Classroom Helpers established in Prep, Year 1, 2, 3 and 4.

	Year 4	Evaluate the Buddy Program. Build engagement and involvement of community members in all facets of student learning, including classroom helpers and recognition of our broad cultural diversity. ICT Curriculum Leader to lead whole school improvement in the practice of engaging student through the use of ICT. Further promote student voice opportunities that empower students as contributing and socially active citizens.	Buddy Program evaluated. Completion of Classroom Helpers program by parents. Increased number of Classroom helpers across the school. ICT Scope and sequence embedded across the school and evidenced in planning documents. Teaching staff are skilled and confident in the delivery of ICT. There a systems in place to meet the changing needs of staff in relation to the delivery of ICT.
Wellbeing	Year 1	All staff to undertake Mandatory Reporting, Anaphylaxis, challenging behaviours and other appropriate wellbeing professional learning. Continue the work of the eSmart committee to obtain full accreditation as an eSmart school working through the implementation phase. Work with the community to increase community awareness and knowledge about safety, cyber safety, bullying and wellbeing. Continue to embed our school Vision and Values and class mission statements into the curriculum and to support a deeper understanding of these throughout the school. Teachers regularly follow up student attendance and lateness and communicate student wellbeing issues with school leadership. Build strategies to strengthen positive relationships and enhance partnerships with the local and global community. Assistant Principal to continue to work closely with the SSSO's, school nurse, Education Support Staff and staff to monitor and plan accordingly for the wellbeing of all students.	All staff trained in Mandatory Reporting and Anaphylaxis. Completion of Implementation Phase of eSmart accreditation. An information night for parents about cyber safety and communication via the newsletter and website. Ongoing communication with the school community regarding welfare issues. School vision and values statements are explicit in all that we do – planning for learning, communication with the community, professional learning for staff, decision making. Teachers are able to speak to and use the language of the Vision and Values Statement. Students, staff and all community members have a greater understanding of the Vision and Values Statement.

Year 2	All staff to undertake Mandatory Reporting, Anaphylaxis, challenging behaviours and other appropriate wellbeing professional learning. eSmart sustaining phase review policies and ICT scope and sequence Work with the community to increase community awareness and knowledge about safety, cyber safety, bullying and wellbeing. Continue to embed our school Vision and Values and class mission statements into the curriculum and to support a deeper understanding of these throughout the school. Teachers regularly follow up student attendance and lateness and communicate student wellbeing issues with school leadership. Build strategies to strengthen positive relationships and enhance partnerships with the local and global community. Assistant Principal to continue to work closely with the SSSO's, school nurse, Education Support Staff and staff to monitor and plan accordingly for the wellbeing of all students.	Required training by staff completed. Completion of implementation Phase of eSmart accreditation. Continued communication via the newsletter and website on cyber safety. Ongoing communication with the school community regarding welfare issues. School vision and values statements are explicit in all that we do – planning for learning, communication with the community, professional learning for staff, decision making. Teachers are able to speak to and use the language of the Vision and Values Statement. Students, staff and all community members have a greater understanding of the Vision and Values Statement.
Year 3	All staff to undertake Mandatory Reporting, Anaphylaxis, challenging behaviours and other appropriate wellbeing professional learning. Work with the community to increase community awareness and knowledge about safety, cyber safety, bullying and wellbeing. Continue to embed our school Vision and Values and class mission statements into the curriculum and to support a deeper understanding of these throughout the school. Teachers regularly follow up student attendance and lateness and communicate student wellbeing issues with school leadership. Build strategies to strengthen positive	Training updates undertaken as required. Completion of Sustaining Phase of eSmart accreditation. An information night for parents about cyber safety and communication via the newsletter and website. Ongoing communication with the school community regarding welfare issues. School vision and values statements are explicit in all that we do – planning for learning, communication with the community, professional learning for staff, decision making. Teachers are able to speak to and use the

		relationships and enhance partnerships with the local and global community. Assistant Principal to continue to work closely with the SSSO's, school nurse, Education Support Staff and staff to monitor and plan accordingly for the wellbeing of all students.	language of the Vision and Values Statement. Students, staff and all community members have a greater understanding of the Vision and Values Statement.
	Year 4	All staff to undertake Mandatory Reporting, Anaphylaxis, challenging behaviours and other appropriate wellbeing professional learning. Further develop eSmart. Work with the community to increase community awareness and knowledge about safety, cyber safety, bullying and wellbeing. Continue to embed our school Vision and Values and class mission statements into the curriculum and to support a deeper understanding of these throughout the school. Teachers regularly follow up student attendance and lateness and communicate student wellbeing issues with school leadership. Build strategies to strengthen positive relationships and enhance partnerships with the local and global community. Assistant Principal to continue to work closely with the SSSO's, school nurse, Education Support Staff and staff to monitor and plan accordingly for the wellbeing of all students.	Full accreditation as an eSmart School. The schools learning environment takes into account the diverse needs of students. An agreed and consistent approach to student wellbeing and behaviour management throughout the school. The school has supports in place to ensure all students can reach their full potential.
Productivity	Year 1	Establish a Resource Room and system to manage resources across the school. To identify current and forecast future technology needs across the school and apply relevant funding. To further develop the Collegiate Visit program throughout and beyond the school.	Resource Room set up and management system in place. Technology audit undertaken. Requirements reflected in budget allocation. 2015 Collegiate visit program developed using Feedback from 1014 outcomes of Collegiate visit survey.

		Invest in staff development by providing high quality learning opportunities aligned to school goals and priorities.	Ongoing professional leaning to meet the specific needs of staff and aligned to the goals of the school.
		To use the Performance and Development framework ensuring goals are aligned to the school strategic plan.	Internationalising Education has a high profile within the school.
		To further develop the capacity of the Leadership Team. To provide an effective mentoring program for Graduate teachers in their first year of teaching.	
		Appoint a Leading Teacher responsible for Internationalising Education. Continue to explore opportunities for continual improvement through building networks, professional leaning opportunities, curriculum audits and planning.	
		To identify current and future needs in relation to the management of school data and to support the best educational outcomes for students.	
	Year 2	Continue to develop the Resource Room and resource management system.	Resource Room being effectively managed and utilised by staff.
		To further develop the Collegiate Visit program throughout the school.	Collegiate visit program resulting in improved teacher practice.
		Invest in staff development by providing high quality learning opportunities aligned to school goals and priorities.	Leadership Team which supports and influences continuous improvement across the school.
		To use the Performance and Development framework ensuring goals are aligned to the school strategic plan.	Ongoing professional leaning to meet the specific needs of staff and aligned to the goals of the school.
		To further develop the capacity of the Leadership Team.	Internationalising Education has a high profile within the school.
		To provide an effective mentoring program for Graduate teachers in their first year of teaching.	Identified plan for CIS Accreditation Process in place.
		Continue the focus on Internationalising Education with a focus on staff professional learning and communication with the community. Begin preparation for preliminary accreditation visit.	

	Year 3	Monitor and evaluate the impact of the Resource Room.	Resource Room being effectively managed and utilised by staff.
		To further develop the Collegiate Visit program throughout the school.	Collegiate visit program resulting in improved teacher practice.
		Invest in staff development by providing high quality learning opportunities aligned to school goals and priorities.	Leadership Team supports and influences continuous improvement across the school.
		To use the Performance and Development framework ensuring goals are aligned to the school strategic plan.	Ongoing professional leaning to meet the specific needs of staff and aligned to the goals of the school.
		To further develop the capacity of the Leadership Team.	Internationalising Education has a high profile within the school.
		To provide an effective mentoring program for Graduate teachers in their first year of teaching.	Identified plan for CIS Accreditation process in place.
		Develop a distributed leadership model to facilitate and undertake the CIS self-study.	
	Year 4	To further develop the Collegiate Visit program throughout the school.	Collegiate visit program resulting in improved teacher practice.
		Invest in staff development by providing high quality learning opportunities aligned to school goals and priorities.	Leadership Team which supports and influences continuous improvement across the school.
		To use the Performance and Development framework ensuring goals are aligned to the School Strategic Plan.	Ongoing professional leaning to meet the specific needs of staff and aligned to the goals of the school.
		To further develop the capacity of the Leadership Team.	Internationalising Education has a high profile within the school.
		To provide an effective mentoring program for Graduate teachers in their first year of teaching.	Successful completion of the CIS Accreditation.
		Undertake CIS (ten year) Accreditation.	