**School Strategic Plan 2022-2026**

Thomas Mitchell Primary School (5294)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Endorsed by Mani Sundaram (School Council President) on 06 December, 2023 at 08:45 AM

**School Strategic Plan - 2022-2026**

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| School vision | 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. |
| School 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. |
| Context challenges | From the School Performance Report 2018, we are in the 'Renew' category for Reading, Numeracy and several other areas including 'Stimulating Learning'.  In 2017, we were an 'Influence' school in terms of performance (percentage of students in top two bands Reading Year 5), but in 2018 we are now in the 'Recharge' category. With the percentage of students in the bottom two bands for Reading Year 5, we were in the 'Influence' category, but again in 2018 we are just maintaining and are in the 'Renew' category.  In terms of Stimulated Learning, we were at 81% (Stretch) in 2017, but in 2018 it is at 75.1% which puts us in the 'Renew' category.  Our 2018 AIP had a focus on improving student learning outcomes, particularly the number of students below expected standards in Writing. This focus is ongoing and we working to improve the accuracy of our teacher judgments. The development of an instructional model, which will be a whole-school approach to teaching and learning, will draw together our 2018 goals and will lead to improved student engagement and outcomes. It will create a common language and approach to high quality teaching and will give TMPS a focus for Professional Learning. |
| Intent, rationale and focus | As a school, we are looking for improved teaching and learning outcomes. If a rich and rigorous teaching and learning instructional model is developed and implemented, then student learning growth is improved. This will also provide a clear and consistent framework for our teachers to follow. With shared ownership of learning, student attitude and engagement will be impacted in a positive way, and lead to the development of confident global citizens. |

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| Goal 1 | Improve student learning outcomes. |
| Target 1.1 | By 2026, increase the number of students assessed as ‘strong’ and ‘exceeding’ in Years 3 & 5            Year 3                                                                                        Year 5   * Reading from 30% (2021) to 35%                                              \* Reading from 82% to 87% * Writing from 30% (2021) to 35%                                                \* Writing from 88% to 92% * Numeracy from 20% (2021) to 30%                                           \* Numeracy from 75% to 80%   By 2026, increase the percentage of students from Year 3 to Year 5 maintained in the top two NAPLAN bands:   * Reading from 82% (2023) to 85% * Writing from 88% (2023) to 90% * Numeracy from 75% (2023) to 80% |
| Target 1.2 | By 2026, increase the percentage of students Prep–Year 6 above expected level based on Semester 2 teacher judgements:   * Reading from 33% (2021) to 40% * Writing from 22% (2021) to 35% * Number and Algebra from 39% (2021) to 45% |
| Target 1.3 | By 2026, increase the percentage of positive responses on AtoSS Years 4–6 for:   * Stimulated learning from 66% (2022) to 75% * Differentiated learning challenge from 78% (2022) to 85% |
| Target 1.4 | By 2026, increase the percentage of positive responses in SoS for:   * Time to share pedagogical content knowledge from 36% (2021) to 55% * Teacher collaboration from 48% (2021) to 60% * Understand how to analyse data from 45% (2021) to 60% * Professional learning to improve practice from 52% (2021) to 75% * Believe evaluating impact improves practice from 58% (2021) to 75% * Discuss problems of practice from 58% (2021) to 75% |
| Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen the coherence and alignment of organisational structures, processes and communication. |
| Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Build instructional leadership capacity across the school. |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build teacher collaborative practice to promote high quality teaching and learning. |
| Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen teacher capacity to use data and assessment to cater to the diverse learning needs of students. |
| Goal 2 | Improve student wellbeing and engagement. |
| Target 2.1 | By 2026, decrease the percentage of students with 20 or more days absent from 26% (2021) to 22% |
| Target 2.2 | By 2026, increase the percentage of positive responses on AtoSS Years 4–6 for:   * Motivation and interest from 72% (2022) to 80% * Student voice and agency from 53% (2022) to 70% |
| Target 2.3 | By 2026, increase the percentage of positive responses in SSS for:   * Use student feedback to improve practice from 48% (2021) to 60% |
| Target 2.4 | By 2026, increase the percentage of positive responses in the Parent Opinion Survey (POS) for:   * Student voice and agency from 77% (2021) to 80% |
| Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Implement a whole school tiered approach to wellbeing and engagement. |
| Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Activate student voice and agency in the classroom to strengthen student participation and engagement in learning. |
| Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embed a culture of feedback across all levels of the school community |