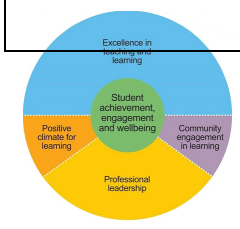
Mickleham Primary School Strategic Plan 2016-2019

Endorsement			**Re-Endorsement** (if a Goal, KIS or Target
Principal:	*Susan Crispe* 22/06/2016		.....[name] .....
School council:	*Addie De Nittis* 22/06/2016		.....[name] .....
Delegate of the Secretary:	..... [name]	[date]	.....[name] .....

School vision	School values	Context and challenges	Intent, ratio
We believe that if we all feel a sense of belonging as part of an education community then our students will be better supported and more able to achieve their full potential. To achieve this our vision is: ➢ To foster a sense of belonging for all students, staff and families ➢ To create enthusiastic learners who achieve their potential and strive for excellence ➢ To develop and implement high quality learning and teaching ➢ To provide a learning environment that promotes appropriate social skills. ➢ To foster an environment of safety and respect	**Respect**; treating others in a way that values everyone's individuality and rights, demonstrating compassion and willingness to understand. **Responsibility**: setting goals for improvement, following through on implementation, evaluating progress and being accountable for our actions. **Independent Learning**: finding opportunities for personal learning and extension, looking for solutions to problems and self-evaluating efforts. **Cooperation**: working together as a team with all stakeholders to achieve the best possible education for our students. **Honesty and Integrity**: being trustworthy, honest and acting in a way that is mindful of others.	Mickleham Primary School is a small school with a current enrolment of 126. The school is situated on the edge of the Craigieburn growth corridor and is currently surrounded by farmland, however, with four new housing estates within Mickleham and a fifth about to start directly opposite the school, the size of the school is expected to grow considerably over the time of strategic plan. The school currently has one Principal, 5 full time teachers, 6 part-time teachers and 4 ES staff. The majority of teachers have no recent substantive experience working beyond Mickleham Primary in the past 10 years. The concerns identified through the priority review included; the need for greater consistency in teacher practice, building a culture of effective and continuous use of data, building the capacity of leaders to support staff to improve their current practices and the need for clearly defined procedures for student wellbeing, implemented consistently across the school. Current staff have had very limited opportunities for involvement in peer observations and no exposure to modelled best practice using high impact teaching strategies while teaching at Mickleham Primary. Staff have often been the only teacher of their grade level and have often taught in isolation. Professional development opportunities have been minimal and the school has not had a focus on the effective use of data for student learning or evaluating initiatives. As a result, there are considerable challenges ahead including: • Providing the professional learning, modelling and coaching necessary to build leadership capacity • Implementing a peer observation process with effective feedback • Building a culture of effective data collection and analysis, enabling staff to take genuine, shared ownership of student learning and challenging each other to justify their judgements on student achievement. • Reducing the variance in teacher practice and creating teacher efficacy • Providing opportunities for staff to view best practice in other schools • Developing a clearly documented, shared instructional model to ensure consistency of practice and minimise variance between grades • Ensuring effective induction processes for staff, students and families clearly outlining expectations, decision making arrangements and communication processes at all levels and for all cohorts	**Intent** – To in informing tea **Rationale** – T importance o the school in analysing and directed teac **Focus** – *Excel* **Intent** – To in implementat **Rationale** – K upon the sch Research sho influences or gender or ba **Focus** – *Excel* **Intent** – To b observation a **Rationale** – T learning and relationship t Research sho schooling, wo learning mus **Focus** – *Profe* **Intent** – To in wellbeing tha **Rationale** – T programs or contributed t **Focus** – *Posit*

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Ta (fo
To improve student learning outcomes through the implementation of effective data collection and analysis systems which support the effective utilisation of data to inform teaching practice.	*Excellence in Teaching and Learning* - *Curriculum Planning and Assessment* - *Building Practice Excellence*	▪ Development of a shared understanding of how to interpret data and its impact on improved student outcomes ▪ Developing a shared understanding of summative / formative assessment ▪ Implementing a strategic approach to the immersion of staff in the use of data, building staff confidence and comfort using and analysing data ▪ Document an assessment schedule for Reading, Writing and Number ▪ Implement a rigorous Teacher Performance and Development Process with a strong focus on the use of data for planning and implementing curriculum ▪ Provide targeted professional development on the use formative data for planning and differentiating the curriculum ▪ Building a culture of challenge and rigorous analytical conversation around student data ▪ Establish collective responsibility for the monitoring of progress and assessment of individual students and cohorts of students ▪ Teachers work collaboratively and are informed by data to differentiate their practice to meet the needs of all students in their classes ▪ Build staff efficacy around the use of data ▪ Collect baseline data – qualitative and quantitative	▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪



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To develop, document and implement shared Instructional Models in key areas of Literacy and Numeracy leading to an increase in consistent teacher practices and improvement in student achievement and growth.		▪ Establishing an agreed curriculum documentation and Mickleham Models of evidence-based instructional practice, beginning with one area of Reading, Writing or Number, embedding the practise before moving to the next area of curriculum ▪ Leadership team research evidence-based models of instructional practice and lead staff immersion in research around instructional models and best practice ▪ Provide frequent, meaningful opportunities for staff to discuss the work ▪ Develop expectations and a framework of practice around implementing consistent teaching strategies ▪ Embed the use of observational walks, peer observations and feedback as a regular means of improving teacher practice and gaining consistency ▪ Incorporate evidence based high impact teaching strategies into teacher practice ▪ Develop and implement a system of induction and reflection to ensure the Mickleham Model of instruction is sustainable ▪ Collect baseline data – qualitative and quantitative ▪ Undertake the Teaching and Learning module of the staff survey to gain baseline data and compare progress throughout the years of the strategic plan.	▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪
To improve student learning outcomes through the development and implementation of an organisational and leadership structure that effectively identifies and supports the development of leadership capacity and the implementation of key areas.	*Professional Leadership* - *Building Leadership Teams*	▪ Develop and implement clear organisational and leadership structures, including role statements and expectations for all areas of leadership ▪ Providing genuine opportunities for leadership of the key areas of the Strategic Plan ▪ Develop a model of succession planning for leaders that provides mentoring and a rotational cycle of leadership ▪ Develop a structure and process for the effective implementation of Professional Learning Teams ▪ Provide coaching and professional learning opportunities to develop leadership capacity ▪ Providing opportunities for school leaders to visit and work with leaders from others schools implementing best practice relating to aspects of the strategic plan ▪ Mentoring staff to become experts in best practice, in aspects of Reading, Writing or Number, supporting other staff implementing the Mickleham Models ▪ Ensure that leadership has a sound work/ life balance ▪ Collect baseline data – qualitative and quantitative	▪ ▪ ▪ ▪ ▪ ▪ ▪
To improve student engagement and wellbeing through the implementation of a clearly understood and strategic school-wide approach that promotes consistency of expectations and positive school culture.	*Positive Climate for Learning* - Setting expectations and promoting inclusion	▪ Linking the Kids Matter framework and the School Wide Positive Behaviours Support program ▪ Implementation of School Wide Positive Behaviours Support ▪ Developing a strategic process of communication to the school community ▪ Develop appropriate strategies to build engagement and the feeling of connectedness for all students including those identified as being at risk socially, emotionally or academically ▪ Developing and implementing induction processes for new staff, families and students ▪ Developing shared positive expectations and procedures taught to all in the community ▪ Develop and implement school wide processes for the collection and analysis of wellbeing data ▪ Implementing a staff wellbeing strategy ▪ Developing and implementing a parent education strategy for wellbeing ▪ Develop appropriate wellbeing expectations and support for the community ▪ Collect baseline data – qualitative and quantitative	▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪