



School Strategic Plan for **Mill Park Primary School** Northern Metropolitan Region 2011-2014

Endorsement by School Principal	Signed
	Name Lu Alessi
	Date 16 th November 2010
Endorsement by School Council	Signed.....
	Name Paula Gilby
	Date 16 th November 2010
	School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed.....
	Name Robert Brookes
	Date 16 th November 2010

School Profile

<p>Purpose</p>	<p>Mill Park Primary School is committed to providing the highest quality education through the recognition of individual learning styles, effective communication, teamwork and continuous improvement. We strive for our students to become motivated, engaged and independent learners through the provision of a rich and meaningful curriculum, and a wide range of learning choices to demonstrate their understandings.</p> <p>We consistently encourage students to embrace change and become lifelong learners who value themselves, others and learning.</p> <p>We actively promote a social responsibility, respect, resilience, perseverance and independence to capably prepare our students for an ever changing and complex world.</p>
<p>Values</p>	<p>The following values are used to support our students in becoming positive and proactive citizens within the school and local community:</p> <ul style="list-style-type: none"> • Integrity • Learning • Teamwork • Cooperation • Respect • Trust
<p>Environmental Context</p>	<p>Mill Park Primary School is located in the northern suburbs of Melbourne. The school opened in August 1980 and is the original school in Mill Park. The school's 2010 enrolment was 430 with 27 teaching staff, 2 office staff and 12 support staff. The age/experience profile of the staff has changed over the past few years after an extended period of very little personnel change, enabling the employment of a number of Graduate Class teachers. The school also employed a buildings and grounds maintenance worker, and canteen manager. The school's population is drawn from a wide geographical area. It is a culturally diverse community with no dominant ethnic group. 33% of families receive Educational Maintenance Allowance. The school has 3 Koori students enrolled at present.</p> <p>The school has teaching and learning as its highest priority. All curriculum planning and implementation is based on the Victorian Essential Learning Standards and the e⁵ Instructional Model. Literacy and Numeracy are highest priorities for resourcing professional learning. The expansion of the Information and Communication Technology program into all facets of the curriculum is ever increasing, including the implementation of the Ultranet in 2010 and Phase 1 of the 1:1 Netbooks program in 2011. Specialist programs available at the school included Language Other Than English (Italian), Music, Visual Arts and Physical Education. Literacy Support programs are provided for students requiring additional support with their learning. The WiseOnes program provides extension for high achievers.</p> <p>Our Prep students have the opportunity to be involved in a six week transition program prior to the beginning of a new school year. Students in all year levels participate in a highly successful intra-school transition program during Term 4. This program supports students' learning as they progress from one year level to the next of their learning journey. Since 2000, the school has completed significant building and grounds improvement, and is currently in the process of building the final six permanent classrooms.</p> <p>The school is fully committed to the implementation of the Early Years Literacy and Numeracy Programs, and to the Middle Years of Schooling. We aim for our students to develop as responsible, self-motivated and resilient learners and citizens. A genuine commitment has been made to the Blueprint for Victorian Government Schools with an ongoing focus on Flagship Strategy 1: Student Learning. A team-based, integrated approach to learning is a feature of our school.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning outcomes for all students from Prep to Year 6 in English and Mathematics.	<p>By 2014, to increase the percentage of students achieving above the expected levels in Teacher Judgements by 5 percentage points each year.</p> <p>All students to demonstrate growth of one year in all dimensions of English and Mathematics.</p> <p>Reduce the number of students who are achieving below expected levels in English and Maths.</p> <p>NAPLAN: Year 3 to be at or above the state mean in Literacy and Numeracy ; Year 5 to match the state mean.</p>	<p>Build the capacity of teachers through the development of an agreed school wide pedagogy based on the e⁵ Instructional Model.</p> <p>Establish collective accountability for the assessment and monitoring of progress of individual students, cohorts of students, and the school as a whole.</p> <p>Develop processes and protocols to support the transition of students, particularly from the early years to the middle years.</p>
Student Engagement and Wellbeing	<p>To improve student engagement in all aspects of their learning.</p> <p>To improve student attendance</p>	<p>All variables related to Teaching and Learning on the Students Attitudes to School Survey to 4.5 or above.</p> <p>By 2014, reduce the average student absence P-6 by 2 days.</p>	<p>Build teacher capacity to implement a rigorous approach to teaching and classroom management that supports an engaging and challenging learning environment.</p> <p>Promote improved levels of attendance through the implementation of strategies and programs that target levels of absence and late arrivals through the Ultranet.</p>
Student Pathways and Transitions	Improve the transition of students at key points in their schooling, and particularly those entering the school	By 2014, the mean score for the Transitions variable in the Parent Opinion Survey will continue to trend up.	<p>Review the school processes and programs for preparation of students moving from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings.</p> <p>Build teacher capacity to implement a rigorous approach to teaching and classroom management that supports an engaging and challenging learning environment.</p>

School Strategic Planner 2011- 2014

MILL PARK PRIMARY SCHOOL

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>STUDENT LEARNING:</p> <p>Build the capacity of teachers through the development of an agreed school wide pedagogy based on the e⁵ Instructional Model.</p> <p>Establish collective accountability for the assessment and monitoring of progress of individual students, cohorts of students, and the school as a whole.</p> <p>Develop processes and protocols to support the transition of students, particularly from the early years to the middle years.</p>	Year 1	Build professional learning based on ongoing monitoring and assessment of student needs.	By the end of Semester 1, all staff will regularly use moderation practices to ensure consistency in assessment.
		Use student achievement data to underpin programs that develop and improve literacy and numeracy skills, and monitor student progress.	All teachers will be providing rigorous and engaging learning programs that best cater for all students learning styles.
		Align professional learning to school priorities.	All teachers will participate in targeted professional learning.
		Emphasise the importance of being literate, numerate and curious across the curriculum and provide professional learning opportunities that equip all teachers to teach and promote such skills.	By the end of Term 4 teachers are actively planning the inclusion of higher order thinking skills and building the students capacity to extend on their prior knowledge.
		Use a wide range of supplementary data sources.	Use evidence of improved performance to reinforce teachers' sense of effectiveness.
		Provide specific programs to counter low achievement.	At the end of Semester 1, all students working below the expected level will participate in a formal school-based intervention support program.
		Provide extension programs for advanced students	At the end of Semester 1, all extension students will participate in a formal school-based Extension/Bright Futures program.
	Year 2	Continue implementation of Year 1 strategies.	By the end of 2012 all actions will have been implemented.
		Use the Early Years Numeracy Interview for P-2 as a form of supplementary data.	By the end of Semester 1 student data resulting from the Early Years Numeracy Interview will be analysed and used to inform future learning.
	Year 3	Consolidate implementation of Years 1 and 2 strategies.	Improved student learning achievement.
	Year 4	Review implementation of Years 1, 2 and 3 strategies.	Improved student learning achievement.

<p>STUDENT ENGAGEMENT AND WELLBEING:</p> <p>Build teacher capacity to implement a rigorous approach to teaching and classroom management that supports an engaging and challenging learning environment.</p> <p>Promote improved levels of attendance through the implementation of strategies and programs that target levels of absence and late arrivals through the Ultranet.</p>	Year 1	Place the needs of students above all other considerations.	PoLT and Attitudes to School Survey data will reflect improved student-teacher connectedness.
		Provide curriculum that is relevant to students' interests and needs, with a greater element of student choice and active community-based learning.	There will be improvement in PoLT and Attitudes to School Survey data. Student absences will decrease. Parent Focus Groups conducted on a termly basis to gain feedback about the school's priorities/performance.
		Establish high academic aspirations through an emphasis on excellence for all.	The student learning components of the Staff and Parent Opinion Surveys will demonstrate improvement from previous years' school and state data.
		Consolidate organisation structures that promote students' sense of belonging and closer student-teacher relationships.	School based discipline data will reflect high levels of student engagement and belonging, through a decrease in behavioural incidents. There will be improvement in student attendance.
		Collect and learn from data on student engagement and wellbeing.	Implement and analyse the WISE staff and student mental health survey data.
		Personalise learning through goal setting.	Students will be able to articulate their learning intent through ongoing documented goal setting and reflections.
	Year 2	Provide individualised programs for students most in need of additional support, including mental health.	The Student Engagement Policy will be fully implemented by all staff.
		Generate opportunities for student responsibility and leadership.	Development and implementation of the Student Voice policy and program.
	Year 3	Collect and learn from data on student engagement and wellbeing.	Implement and analyse the WISE staff and student mental health survey data.
	Year 4	Consolidate and review Years 1, 2 and 3.	Improvement in student engagement and wellbeing.

<p>STUDENT PATHWAYS AND TRANSITIONS:</p> <p>Review the school processes and programs for preparation of students moving from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings.</p> <p>Build teacher capacity to implement a rigorous approach to teaching and classroom management that supports an engaging and challenging learning environment.</p>	Year 1	Forge links with other educational providers, such as cooperation between kindergartens, primary to secondary schools to ease the transition processes.	Feedback from the Prep Parents Survey to make improvements to the K-P transition process. Prep Parent Information Night for future enrolments will be held early in Term 2 to inform school readiness. Student attendance at secondary schools 'taster' and orientation days.
		Review existing intra school transition program.	By the end of Term 3 the intra school transition program will be reviewed and ready to be implemented in Term 4.
		Strengthen the current Buddy Program P/6.	The Prep Parent feedback will be positive.
	Year 2	Develop links with local secondary schools to expand the Community Action Teams program.	High levels of collaborative team work between primary and secondary school students to support the transition process.
	Year 3	Gain regular feedback from students about school policies, programs and environment.	Conduct Focus Groups with students on a regular basis. Full implementation of the Student Voice program.
		Encourage teacher participation in local professional networks.	Participation in professional networks will be part of the performance and development culture.
	Year 4	Consolidate and review Years 1, 2 and 3.	Improvement in student learning, engagement, attendance and wellbeing.