

Mildura West P.S. Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Anne Robinson[name].....[date][name].....[date]
School council: Kiran McDonald[name].....[date][name].....[date]
Delegate of the Secretary:[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus																																																
<p>Our vision is to adopt a more student centred approach, to teach students to become effective learners, manage their own learning and be excited by their learning!</p> <p>We do this through an inquiry model, <i>Project Based Learning</i> in Grade Foundation –Grade 6. Our students will engage in deeper levels of learning. We will teach them the skills to be life-long learners.</p> <p>Central to this holistic approach to education transformation is the role that digital technologies play in enabling and accelerating learning.</p> <p>In March 2018 we will begin our International Baccalaureate accreditation journey. Consequently our School Values & Vision will become those of all World IB schools. We believe IB encompasses all we hope to achieve at MWPS. The IB mission statement states: <i>“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”</i>.</p> <p>The Learner Profile represents 10 attributes valued by IB World Schools. We believe these attributes; will help our students become responsible members of our local, national and global community. They attributes are: <i>Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open Minded, Caring, Risk Takers, Balanced and Reflective.</i></p>	<p>School Values: Respect, Resilience, Excellence, Pride</p> <p>Our school values are explicitly taught at all levels within the school. They are referred to every day and are integrated into all areas of our school. Our school community are very familiar with the Values too.</p>	<p>Mildura West Primary School (MWPS) is located in the rural Victorian town of Mildura in the far north-western corner of Victoria, and approximately 550 kilometres from Melbourne. The school IS one of the largest state primary schools in the Mildura area catering for 385 students from Foundation (Prep) to Year 6. The school facilities include regular classrooms and open plan learning spaces, multi-purpose room, science room, library, gymnasium and a visual arts room. The school grounds provide for active and passive play areas and there is a football oval, soccer oval, friendship zone and play equipment for all ages.</p> <p>Student enrolment numbers have remained consistent over the review period and the backgrounds of students and their families reflect diversity with a number of students from an indigenous, and English as an additional language (EAL) background. The leadership team comprises a new principal and assistant principal who were appointed since the last review period, one leading teacher and one 0.6 leading teacher. There are 30 teachers’ equivalent to 27.22 fulltime teaching positions, and 20 education support staff equivalent to 13.66 full-time positions, many of whom directly support the learning in classrooms. Teachers work in collaborative teaching teams and there is a wellbeing team that is focused on supporting students with special needs. There are two part-time primary welfare officers and one part-time speech therapist as part of this team.</p> <p>The curriculum is based on the Victorian Curriculum and there is a strong focus on the development of literacy and numeracy as well as an inquiry model of Project- Based Learning (PBL) that integrates the other subject areas. Specialist programs include physical education, science, art and Information and Communication Technology (ICT). There are Chinese classes for Prep- Year 2 students. Digital technologies are integrated across all curriculum areas and students in Years 3-6 use iPads to enhance their learning. There is a focus on student participation in learning and the development of student leadership. There is a student representative council (SRC), a weekly lunch with the principal program, regular class meetings and student-led assemblies. A peer mediation program gives students responsibility for the organisation of a range of school-yard and lunch-time activities.</p> <p>Our school is meeting the needs of a diverse population and we are fighting hard to attract “middle class families” so that our school does not become residual. Perception of our school is now very positive, as we continue to build trust in the school community and ultimately, our school will be the school of choice for all in our zone.</p> <p>This table below outlines our school context, extracted from the 2016 Supplementary School Level Report</p> <table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>FTE enrolments</td> <td>398</td> <td>382</td> <td>382</td> <td>378</td> <td>385</td> </tr> <tr> <td>SFO index</td> <td>0.6112</td> <td>0.6129</td> <td>0.6297</td> <td>0.6408</td> <td>0.7039</td> </tr> <tr> <td>SFOE index</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>0.6165</td> </tr> <tr> <td>FTE Aboriginal students</td> <td>29</td> <td>35</td> <td>47</td> <td>50</td> <td>52</td> </tr> <tr> <td>Number of EAL students</td> <td>-</td> <td>27</td> <td>37</td> <td>46</td> <td>35</td> </tr> <tr> <td>Number of disadvantaged students</td> <td>211</td> <td>208</td> <td>217</td> <td>226</td> <td>211</td> </tr> <tr> <td>Number of students in Out of Home Care</td> <td>-</td> <td>2</td> <td>1</td> <td>1</td> <td>15</td> </tr> </tbody> </table>		2012	2013	2014	2015	2016	FTE enrolments	398	382	382	378	385	SFO index	0.6112	0.6129	0.6297	0.6408	0.7039	SFOE index	-	-	-	-	0.6165	FTE Aboriginal students	29	35	47	50	52	Number of EAL students	-	27	37	46	35	Number of disadvantaged students	211	208	217	226	211	Number of students in Out of Home Care	-	2	1	1	15	<p>Priority 1:</p> <p>To improve the learning outcomes of every student in literacy and numeracy.</p> <p>FISO Priority:</p> <ul style="list-style-type: none"> • Excellence in teaching and learning • Professional leadership <p>FISO Initiatives:</p> <ul style="list-style-type: none"> • Building practice excellence • Curriculum planning and assessment • Instructional and shared leadership <p>Theory of action/ rationale</p> <p>If the curriculum, instruction and assessment practices of every teacher are developed within a high expectations collaborative school culture then student engagement, learning and growth will improve.</p> <p>Priority 2:</p> <p>To empower all students in their learning by continuing to build learner attributes and capabilities.</p> <p>FISO Priority:</p> <p>Positive climate for learning</p> <p>FISO Initiatives:</p> <ul style="list-style-type: none"> • Intellectual engagement and self-awareness • Empowering students and building school pride <p>Theory of action/ rationale</p> <p>If students are empowered in their own learning by understanding and applying the attributes and capabilities of effective learners, then student learning, engagement and wellbeing will improve.</p> <p>Priority 3</p> <p>To strengthen whole school capacity for distributed and accountable leadership</p> <p>FISO Priority:</p> <p>Professional Leadership</p> <p>FISO Initiatives:</p> <p>Building Leadership Teams Instructional and Shared Leadership</p> <p>Theory of action/ rationale</p> <p>Effective leaders actively distribute leadership across an increased number of people in an organisation in order to</p>
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			build capacity within a school, enhancing pedagogical practices. Leadership becomes a collaborative endeavour involving teachers and students.
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Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																								
1.To improve literacy and numeracy outcomes for all students P-6	<p>FISO Priority:</p> <ul style="list-style-type: none"> Excellence in teaching and learning Professional leadership <p>FISO Initiatives: Building practice excellence Curriculum planning and assessment Instructional and shared leadership</p>	<p>1.Document and implement a consistent whole school guaranteed viable curriculum</p> <p>2.Continue to develop and embed the whole school pedagogical approach</p> <p>3.Teachers collaborate in highly effective PLT's, using student data to improve learning</p>	<p>1. 90% of students will achieve growth against the Victorian Curriculum in English and Mathematics</p> <p>2. The percentage of students achieving high growth on NAPLAN relative growth charts to be 35% or greater in each area.</p> <table border="1"> <tr><td></td><td>2017</td></tr> <tr><td>Reading</td><td>23.9%</td></tr> <tr><td>Writing</td><td>14.89%</td></tr> <tr><td>Numeracy</td><td>33.3%</td></tr> <tr><td>Spelling</td><td>8.51%</td></tr> <tr><td>G & P</td><td>10.64%</td></tr> </table> <p>3. The percentage of students achieving low growth on NAPLAN to be 15% or less in each area.</p> <table border="1"> <tr><td></td><td>2017</td></tr> <tr><td>Reading</td><td>23.91%</td></tr> <tr><td>Writing</td><td>34.04%</td></tr> <tr><td>Numeracy</td><td>15.56%</td></tr> <tr><td>Spelling</td><td>48.94</td></tr> <tr><td>G & P</td><td>34.04%</td></tr> </table> <p>4. Increase the percentage of students of students in the top two bands of NAPLAN in Reading, Numeracy and Writing. Year 3 Reading 30% (2017) to 40%, Year 3 Numeracy to 37%(2017) to 45% , Year 3 Writing 39% (2017) to 45%. Year 5 Reading 24%(2017) to 30 % , Year 5 Numeracy 18% (2017) to 30 % , Year 5 Writing 8% (2017) to 30%.</p> <p>5. 80% of all students at EOY Reading Levels (Fountas and Pinnell)</p> <ul style="list-style-type: none"> Foundation - Reading Levels 9-11 Year 1 - Reading Level 18-20 Year 2 - Reading Level Above 30 		2017	Reading	23.9%	Writing	14.89%	Numeracy	33.3%	Spelling	8.51%	G & P	10.64%		2017	Reading	23.91%	Writing	34.04%	Numeracy	15.56%	Spelling	48.94	G & P	34.04%
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2. To deepen student engagement in learning and developing student capacity to manage their learning.	<p>FISO Priority: Positive climate for learning</p> <p>FISO Initiatives:</p> <ul style="list-style-type: none"> Intellectual engagement and self-awareness Empowering students and building school pride 	<p>1. Build a curriculum and delivery approach that is learner centred</p> <p>2. Document and implement the IB framework</p>	<p>1. Maintain the number of days absent to below that of similar schools. 16 days</p> <p>2. Improvement in ratings for Student Engagement in the Parent Opinion Survey at or above state level: -Student Motivation -Stimulating learning -Effective teaching -Student Connectedness -Student Agency and Voice -Confidence and Resilience skills</p>																								

			<p>3. Improvement and maintaining percentile ratings >90% for Student Attitudes to School Survey from 2017 benchmark. (Yr 4-6)</p> <ul style="list-style-type: none"> -Sense of Connectedness (91.1) - Motivation and interest (90.5) -High expectations for success (80.4) -Stimulated learning (78.8) <p>4. Improvement in ratings for Staff Opinion Survey at or above the state level:</p> <ul style="list-style-type: none"> -Staff trust in students and parents -Collective Responsibility
<p>3. To strengthen whole school capacity for distributed and accountable leadership</p>	<p>FISO Priority: Professional Leadership</p> <p>FISO Initiatives: Building Leadership Teams Instructional and Shared Leadership</p>	<ol style="list-style-type: none"> 1. Build the capacity of staff and PLT leadership to monitor and track progress 2. Identify opportunity for all staff to develop leadership skills. 	<p>Improvement and maintaining percentile ratings >90% for Student Attitudes to School Survey from 2017 benchmark. (Yr 4-6)</p> <ul style="list-style-type: none"> -Attitudes to attendance (90.9) -Effective Classroom Behaviour (92.6) -Student voice and agency (90.8) <p>Improvement in ratings for Staff Opinion Survey at or above the state level:</p> <p><u>School Climate</u></p> <ul style="list-style-type: none"> -Collective Efficacy -Collective focus on student learning <p>Ratings in staff opinion survey at state level or above for</p> <p><u>School Leadership</u></p> <ul style="list-style-type: none"> -Instructional leadership