

Milgate Primary School

School Strategic Plan

2006–2009

Part 1– School Profile

Purpose:

AIM / PURPOSE

The school's vision is to empower students to ensure they will succeed as responsible global citizens and independent self learners within today's rapidly changing world. Our aim is for students to be socially competent interdisciplinary learners who are also team players and risk takers. These goals will be achieved through presenting a challenging learning program that engages and excites students, delivered by a teaching team at the cutting edge of pedagogical practice.

Values:

At Milgate we aim to assist students to become Global Citizens. In strengthening students' self-esteem, optimism and commitment to personal fulfilment; we aim to help students to develop the ability to make ethical judgements and to demonstrate social responsibility so they are able to respond constructively and positively to a range of contemporary social challenges.

The five core values we incorporate into the teaching program at Milgate include:

Respect

- Includes developing tolerance and commitment to social justice
- Acknowledging diversity
- Accepting difference and encouraging distinctiveness

Responsibility

- Includes being answerable and accountable for one's actions
- Pursuing individual excellence
- Accepting individual and collective responsibility

Resilience

- Includes recognising strengths and maximising potential
- Developing self management, self confidence and self respect
- Nurturing optimism and perseverance

Integrity

- Includes acting honestly, ethically and fairly to self and others

Consideration

- Includes putting others before self
- thinking about other people's feelings and circumstances

Environmental Context:

Milgate Primary School is a community united by a commitment to learning built upon the fundamental core values of honouring diversity, serving the welfare and well being of others. Enjoying a rich multicultural community, Milgate's school wide teaching philosophy is founded upon a commitment to prepare our students with the attributes and competencies to become citizens of the world.

Milgate challenges our learners to be "inquirers, thinkers, reflective, adaptable, knowledgeable, communicators, principled, caring, healthy and global citizens" (Dalton/Anderson 1999). To ensure our learning community is developing learners with these qualities, Milgate's quality teaching and learning is founded upon the principles of Constructivist Learning aiming to engage learners in meaningful inquiry that encourages students to pose and explore questions. It is these Six Principles of learning that are fundamental to how the multi-layers of our school functions.

Over 50% of Milgate students work above their expected level of learning. Challenge and Support programs are provided to ensure all students reach their full potential. Curriculum design implementation and monitoring in keeping with community goals, is delivered by professional learning teams.

Milgate's Learning community is underpinned by strong school community partnerships. The cohesive relationships within our school community celebrate and demonstrate the values we, as a society, attest to. (49% of students come from countries outside Australia) Parents are actively involved in the planning and provision of our classroom programs including specialist programs, and parent groups such as the English as a Second Language Network, Friends of LOTE Group, coaching in sporting programs, School Council attending camps and excursions, fundraising and working bees. Student, staff and parent contributions are recognised, valued and essential to the success of our school.

The Milgate Primary School Council performs an integral role in the core business of learning within the school. Sub-committees report monthly to Council and are representative of the community.

Milgate is dedicated to building strong community relationships, positive student achievements, supportive working environment and seeking out new knowledge to further support the thinking skills and creativity of its vibrant learning community.

Part 2 – Strategic Intent

	<i>GOALS</i>	<i>TARGETS</i>	<i>KEY IMPROVEMENT STRATEGIES</i>
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STUDENT LEARNING OUTCOMES	<ul style="list-style-type: none"> To improve student achievement in English and Mathematics with particular focus on student achievement above indicative CSF levels. 	<ul style="list-style-type: none"> To increase the percentage of students achieving at LSG3 student achievement benchmark (from 60% to 80%) 	<ul style="list-style-type: none"> Formalise Literacy and Numeracy lessons to ensure regular targeted small group teaching Implement Enrichment Programs in Numeracy and LOTE To conduct targeted PD in Literacy and Numeracy
	<ul style="list-style-type: none"> To improve consistency of teacher judgements of student achievement 	<ul style="list-style-type: none"> To increase the correlation between teacher judgement and standardised tests results 	<ul style="list-style-type: none"> Conduct whole school Common Assessment Tasks in Literacy and Numeracy Implement a structured assessment schedule Use data to make deeper analysis and more consistent teacher judgments against VELs
	<ul style="list-style-type: none"> To implement the new school report format across the school. 	<ul style="list-style-type: none"> To adopt new DE&T report format for student reporting 	<ul style="list-style-type: none"> To conduct targeted PD for staff on new DE&T reporting form To inform parents of changes to student reports
	<ul style="list-style-type: none"> To improve staff teaching and learning practice. 	<ul style="list-style-type: none"> 60% of teaching staff to have completed all aspects of PoLT component mapping 90% of teaching staff to attend a minimum of 4 professional developmental activities outside of structured school PD schedule 	<ul style="list-style-type: none"> To provide opportunities for staff to participate in PoLT component mapping To introduce a formalised professional learning program for staff To introduce a coaching program as a component of the Induction & Mentoring program For Habits of Mind to be used as a common 'thinking' language
	<ul style="list-style-type: none"> To implement VELs into the school curriculum. 	<ul style="list-style-type: none"> VELs standards evidenced in teaching practice and school documentation 	<ul style="list-style-type: none"> To provide whole staff PD in VELs Modify school documentation to incorporate VELs standards and learning focus

	GOALS	TARGETS	KEY IMPROVEMENT STRATEGIES
WELLBEING STUDENT ENGAGEMENT &	<ul style="list-style-type: none"> ▪ To provide a learning environment where students are challenged, engaged and connected to teachers and peers. 	<ul style="list-style-type: none"> ▪ To improve the student High Expectations, Helpfulness and School and Peer Connectedness measures on the Student Attitudes to School Survey ▪ To improve the Quality of Teaching variable score in the annual Parent Opinion Survey 	<ul style="list-style-type: none"> ▪ To use PoLT Student Perceptions survey as a tool ▪ To review current practice against the Physical, Personal and Social Learning strand of VELs and create an updated Learning Community model ▪ To implement a Restorative Practice Model P-6 as part of our Learning Community model

	GOALS	TARGETS	KEY IMPROVEMENT STRATEGIES
TRANSITION STUDENT PATHWAYS &	<ul style="list-style-type: none"> To refine opportunities for student development & leadership across the school. 	<ul style="list-style-type: none"> To clarify and document the roles and responsibilities of student leaders. To increase the number of students participating in the Compass Program To increase the percentage of families participating in the Kinder-Prep transition program 	<ul style="list-style-type: none"> To implement a comprehensive student leadership program To implement the Compass Award Program

Part 3 – Signatures

SIGNED by the Principal

Name

Date /.... /.....

SIGNED by the School Council President

Name

Date /.... /.....

SIGNED by the Regional Director (or nominee)

Name

Date /.... /.....

