

# School Strategic Plan 2021-2025

Milgate Primary School (5212)



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# School Strategic Plan - 2021-2025

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<b>School vision</b>	To provide a dynamic, inclusive learning environment that challenges students to become inquirers, thinkers and caring young people who are able to interact in the global society with respect and intercultural understanding.
<b>School values</b>	<p><b>VALUES</b></p> <p>Milgate Primary School's values are based on those from the International Baccalaureate (IB) Primary Years Program (PYP). The IB Learner Profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.</p> <ul style="list-style-type: none"> <li>• <b>Inquirers:</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</li> <li>• <b>Knowledgeable:</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</li> <li>• <b>Thinkers:</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</li> <li>• <b>Communicators:</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</li> <li>• <b>Principled:</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</li> <li>• <b>Open-Minded:</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</li> <li>• <b>Caring:</b> commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</li> <li>• <b>Risk-takers:</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</li> <li>• <b>Balanced:</b> We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</li> <li>• <b>Reflective:</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</li> </ul>
<b>Context challenges</b>	Milgate Primary School is an attractive school located in East Doncaster on Landscape Drive. It is located in the eastern suburbs of Melbourne approximately 20 km from the central business district. The school is a dynamic learning community made up of a

diversity of cultural and linguistic backgrounds. The background of students reflects a cultural and social diversity and it is expected that this will continue to be a feature of the school's demographics. (Approx 36% of students come from countries outside Australia with a language background other than English).

Parental involvement is a feature of the school and is strongly encouraged. Enrolments have increased over the last four years to 800.

The social and demographic factors that impact on the school include an SFO which has remained stable over the last four years of 0.1479 and the percentage of EAL students is 36%. The school has a very professional staff team of teachers and ES staff who work together in teams to provide engaging and challenging learning opportunities for students. The staff profile reflects a balance of experience.

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.

A significant number 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.

The school has high academic standards with the outstanding achievements of its students, matching the high aspirations of parents for their children.

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.

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 school is an authorised International Baccalaureate (IB) Primary Years Program (PYP) school. 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. The PYP is an international inquiry based learning approach.

The essential elements are:

	<ul style="list-style-type: none"> <li>• Knowledge - Significant, relevant content that the students explore and know about, taking into consideration their prior experience and understanding.</li> <li>• Concepts - Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.</li> <li>• Skills - Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.</li> <li>• Action - Demonstrations of deeper learning in responsible behaviour through responsible action; a manifestation in practice of the other essential elements</li> </ul> <p>Students are required to take responsibility for their learning, reflect on their learning through self / peer feedback and set personal learning goals.</p> <p><b>KEY CHALLENGES</b></p> <p>- Differentiating the curriculum to cater for and challenge the high achieving students</p>
<b>Intent, rationale and focus</b>	<p>As a result of the school review the following are the key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>• review and refine the school's pedagogical model</li> <li>• build teacher curriculum and assessment knowledge of the Victorian Curriculum</li> <li>• build teacher data efficacy to inform differentiation for all students</li> <li>• develop a consistent approach to implementing students' learning goals</li> <li>• build teacher capacity to enable authentic learner agency</li> <li>• develop teachers' knowledge of students' metacognition and self-regulation</li> <li>• embed and develop student wellbeing initiatives</li> <li>• review and develop communication with parents and carers about their child's learning growth.</li> </ul>



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<b>Goal 1</b>	Optimise the learning growth and achievement for every student.
<b>Target 1.1</b>	<p>Victorian Curriculum: By 2025, increase the percentage of students from Prep – 6 to be above the age expected level in Semester 2 for:</p> <ul style="list-style-type: none"><li>• Reading and Viewing from 30 per cent in 2020 to be at or above 40 per cent</li><li>• Writing from 16 per cent in 2020 to be at or above 21 per cent</li><li>• Number and Algebra from 23 per cent in 2020 to be at or above 28 per cent.</li></ul>
<b>Target 1.2</b>	<p>NAPLAN: Benchmark Growth</p> <p>By 2025, increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:</p> <ul style="list-style-type: none"><li>• Reading from 32 per cent in 2021 to be at or above 37 per cent</li><li>• Writing from 21 per cent in 2021 to be at or above 26 per cent</li><li>• Numeracy from 25 per cent in 2021 to be at or above 30 per cent.</li></ul>
<b>Target 1.3</b>	<p>School Staff Survey:</p> <p>By 2025, increase the positive endorsement by staff for the factors of:</p> <ul style="list-style-type: none"><li>• Academic emphasis from 71 per cent in 2021 to be at or above 77 per cent</li><li>• Monitoring effectiveness of using data from 69 per cent in 2021 to be at or above 74 per cent</li><li>• Understand how to analyse data from 64 per cent in 2021 to be at or above 70 per cent.</li></ul>

<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Build teacher knowledge of the Victorian Curriculum to inform accurate teacher judgements.
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	Build the data efficacy of all teachers to inform differentiation
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Review, refine and embed the school's pedagogical model.
<b>Goal 2</b>	Empower all students as active agents in their learning.
<b>Target 2.1</b>	<p>NAPLAN: By 2025, increase the percentage of students achieving in the top two bands in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Writing from 68 per cent in 2021 to be at or above 73 per cent</li> <li>• Numeracy from 63 per cent in 2021 to be at or above 68 per cent</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Writing from 26 per cent in 2021 to be at or above 31 per cent</li> <li>• Numeracy from 49 per cent in 2021 to be at or above 54 per cent.</li> </ul>
<b>Target 2.2</b>	<p>Students' Attitudes To School Survey:</p> <p>By 2025, increase the percentage of positive endorsement for the factors of:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 75 per cent in 2021 to be at or above 81 per cent</li> </ul>

	<ul style="list-style-type: none"> <li>• Motivation and interest from 76 per cent in 2021 to be at or above 81 per cent.</li> </ul> <p>By 2025, to maintain or exceed the percentage of positive endorsement for:</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting of 85 per cent</li> <li>• Student voice and agency of 70 per cent</li> <li>• Perseverance of 78 per cent.</li> </ul>
<b>Target 2.3</b>	<p>School Staff Survey:</p> <p>By 2025, increased the positive endorsement by staff for the factors of:</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 81 per cent in 2021 to be at or above 86 per cent</li> <li>• Use of student feedback to inform practice from 82 per cent in 2021 to be at or above 87 per cent</li> <li>• Moderate assessment tasks together from 72 per cent in 2021 to be at or above 77 per cent</li> <li>• Understanding formative assessment from 72 per cent in 2021 to be at or above 77 per cent.</li> <li>• Support growth and learning of the whole student from 77 per cent in 2021 to be at or above 82 per cent</li> </ul>
<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	Build a consistent approach to create learning goals at the students' point of need
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Enhance teacher capability to co-design learning opportunities with students to enable authentic learner agency.
<b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness	Develop a shared understanding to engage students' metacognition and self-regulation.

<b>Goal 3</b>	Improve the wellbeing of all students.
<b>Target 3.1</b>	<p>Attitudes to Schools Survey:</p> <p>By 2025, increase the positive endorsement from Year 4 - 6 students combined for the factors of:</p> <ul style="list-style-type: none"> <li>• Attitudes to attendance from 86 per cent in 2021 to be at or above 91 per cent</li> <li>• Respect for diversity from 78 per cent in 2021 to be at or above 83 per cent</li> <li>• Managing bullying from 76 per cent in 2021 to be at or above 81 per cent</li> <li>• Advocate at school from 85 per cent in 2021 to be at or above 90 per cent</li> <li>• Emotional Awareness and regulation from 71 per cent in 2021 to be at or above 76 per cent.</li> </ul>
<b>Target 3.2</b>	<p>School Staff Survey:</p> <p>By 2025, increase the positive endorsement by staff for the factors of:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement from 84 per cent in 2021 to be at or above 89 per cent</li> <li>• Trust in students and parents from 80 per cent in 2021 to be at or above 85 per cent.</li> </ul>
<b>Target 3.3</b>	<p>Parent Opinion Survey:</p> <p>By 2025, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Student Motivation and support from 80 per cent 2020 to be at or above 85 per cent</li> <li>• Teacher communication from 71 per cent in 2020 to be at or above 76 per cent.</li> </ul>
<b>Key Improvement Strategy 3.a</b>	Embed and develop wellbeing supports and strategies, including School Wide Positive Behaviour Strategies.

Setting expectations and promoting inclusion	
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	Reviewing and developing communication with parents and carers about their child's learning growth.
<b>Key Improvement Strategy 3.c</b> Health and wellbeing	Build teacher capacity in using the Personal and Social Capabilities to enhance student wellbeing.