

School Improvement Plan Summary

Mitcham Primary School

Goals	Targets	Challenge of Practice	Success Criteria
Improve student achievement in writing high quality texts.	2022: Year 3 – maintain % in higher bands > 55% (50/90 students) Year 5 – increase % in higher bands > 30% (27/89 students) 2023: Year 3 – maintain % in higher bands > 55% Year 5 – increase % in higher bands > 34% 2024: Year 3 – maintain % in higher bands > 55% Year 5 – increase % in higher bands > 36%	If we explicitly teach students how to use effective authorial choices when writing for specific purposes and audiences then we will improve student achievement in writing.	<ul style="list-style-type: none"> When we review students' writing, we will see students using varied language choices to suit their purpose and audience. When we review students writing, we will see that they can create interesting and engaging texts. When we talk to students about their writing, they will be able to articulate strategies they used to engage the reader.
Improve student achievement in numeracy, with a particular focus on solving multi-step, complex problems.	2022: Year 3 – increase % in higher bands > 48% (43/90 students) Year 5 – increase % in higher bands > 30% (27/89 students) 2023: Year 3 – increase % in higher bands > 49% Year 5 – increase % in higher bands > 32% 2024: Year 3 – increase % in higher bands > 50% Year 5 – increase % in higher bands > 34%	If we increase opportunities to extend students' mathematical thinking through authentic problem solving and mathematical investigation, then we will improve student achievement in numeracy.	<ul style="list-style-type: none"> When we talk to students about solving multi-step, worded problems, they can identify and apply effective strategies to solve them. When we talk to students about maths tasks, they show reasoning and can explain their thinking. When we review student work samples, they demonstrate the ability to solve problems using multiple strategies to prove and support their answers.
Increase critical, creative and design thinking skills, through STEM and digital technologies, resulting in intellectual stretch.	2022: 54% of students are achieving As and Bs in each STEM learning area 2023: 56% of students are achieving As and Bs in each STEM learning area 2024: >56% of students are achieving As and Bs in each STEM learning area	If we explicitly teach design thinking and innovation, then we will increase student achievement in STEM learning areas and ACARA general capabilities.	<ul style="list-style-type: none"> When we talk to students about their STEM learning, they can describe how they used the steps of the Design Thinking Process When we talk to students they are able to describe connections to the real world and industry When we review student work, we will see that they can design creative digital and physical solutions to real world problems.

10/12/2021



Principal

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Education Director




Governing Council Chair Person

