



Vision – What we aspire for

Mitchelton State High School is a learning community committed to maximizing individual growth for our student population within a safe and supportive environment. **Our strength** is inclusivity and being welcoming, where we recognise individual 'stories' and 'histories' and work towards enhancing student development to reach individual excellence. We embrace great ideas and share the courage to change; challenging the way we have always done things, to continue to innovate our teaching practice. Mitchelton SHS is the school of first choice in the community and our staff, students and parents recommend this school to others.

Our school values are: respect, accountability and participation. This is evident in our school as we value difference and diversity; we are respectful and courteous to each other. Each member of the school community practices respect which includes fairness, caring and tolerance towards each other. We hold each other accountable for our actions and we are all responsible for ensuring the best outcomes for our students. A strong work ethic is evident in the learning environment, students demonstrate persistence and a willingness to take risks as they learn and understand that mistakes are opportunities to improve.

We set high expectations for all **our students**. Our vision is inspiring individual excellence amongst all our students. Success will be measured by the quality of engagement that occurs each day, student resilience and their willingness to take risks that comes with confidence. We encourage students to express their opinions and to respect others. Students have opportunities to take on leadership roles or roles with added responsibilities. We have an active Student Representative Council (SRC), which has an influence in school decision making. Student leaders and the SRC, learn how to influence and lead others, organise events, communicate effectively and work collaboratively.

We value the quality of our **relationships** and the wider community which creates powerful connections. Our community members share our vision to develop a love of learning inspiring a community of lifelong learner. We believe student outcomes are maximised by working collaboratively. We value strong partnerships between staff, students, parents/caregivers, local primary schools and the wider community who are committed to our school and share our vision. Communication in our school is conducted in a manner that is open, productive with all voices respected. **Roles and responsibilities** of staff are clear and accessible so there is an understanding of the role each member plays. We advertise openly what we are doing and publicly celebrate the life of the school and our students' achievements.

Our staff are valued and appreciated as our most precious resource. They are passionate about teaching and go the extra mile for their students. They are valued and appreciated. Staff are exceptional role models who inspire students to achieve. They model the school values at all times and are professional in their approach to teaching. Staff relate to each other with professional respect, courtesy and good humour. Our pedagogical approach builds on students' interests, strengths and learning styles. Teachers are supported with positive behaviour management practices so every learner is successful. We appreciate that engaging learning occurs both inside the classroom and outside in the form of a variety of extra curricula activities. Our staff strive to promote a positive culture at school. All staff are encouraged and take part in a coaching and mentoring program. Our **Professional Development** Program is targeted towards the school's strategic priorities that reinforce our whole school vision and meets the needs of our teachers. We are always striving to improve.

Our Curriculum is diverse, adaptable and caters to all students' needs. We gather quality data, including diagnostic data and formative assessment, to inform our planning, to keep an accurate track of what has been achieved and to continuously improve the learning environment for each of our students. Students are aware of their learning targets and understand what is required to achieve their goals as well as providing continuous feedback. We know our students well and differentiate their learning to allow for all students to succeed. Literacy and numeracy data prove our students are successful. We provide students with individualised learning pathway. We ensure all students leave having achieved a QCE or a QCIA and actively prepare students to continue with the next stage of life. We are a gateway of multiple options for learners.

The school has well-resourced learning spaces with up-to-date technology. The school is a clean and welcoming place to work in. Our **school environment** is lush, green and cared for by all in our school community but helped in its management by the Horticulture students. We value the history of Mitchelton State High School, the school song, uniform and school traditions. We are proud of Mitchelton State High School.

Strategic Plan 2017-2020



Enacting our Vision - Strategic Plan 2017 - 2020

The following priorities have been developed in consultation with the school community as a part of the Quadrennial School Review. They are necessary for achieving our school vision: *Inspiring Individual Excellence*.

Priorities	Strategies	Actions	Performance Goals
Successful Learners	Curriculum <ul style="list-style-type: none"> Junior Secondary SATE Quality Assessment 	<ul style="list-style-type: none"> Refine the whole school curriculum and assessment plan Align all learning areas to the Australian Curriculum across Years 7 -10 Develop work programs in the Senior Phase of Learning using the new Senior Syllabus Implement rigorous and timely assessment practices for, as and of learning 	<ul style="list-style-type: none"> Aligned Curriculum Plan across the school All students meet or exceed academic targets Up to date data is used to target teaching and early intervention strategies to lift individual achievement
	Powerful Learning <ul style="list-style-type: none"> Data Informed teaching Learning goals and Feedback REAP 	<ul style="list-style-type: none"> Continue weekly data meetings and case management of students across Years 7 -12 Provide ongoing professional development involving targeted teaching - data cycles, learning targets, improved tracking and monitoring, goal setting, feedback and data ladders Reinvigorate the school wide pedagogical framework - REAP to improve student outcomes 	<ul style="list-style-type: none"> All staff actively apply case management strategies for improvement All students work in collaboration with teachers to track and monitor academic progress and employ strategies to improve Teachers employ research based age- appropriate pedagogies in all classrooms
	Literacy and Numeracy <ul style="list-style-type: none"> Differentiation U2B Reading, Problem Solving, Writing 	<ul style="list-style-type: none"> Focus on differentiation, extension and enrichment to challenge and support students Use case management to target improvement in writing for A-B students Employ effective coaching, mentoring and professional development in detailed reading, Polya's Problem Solving and academic writing skills 	<ul style="list-style-type: none"> High achieving students are challenged to improve performance Targeted intervention is used to support individual students Staff are highly skilled, confident teachers who apply effective strategies to exceed the literacy and numeracy demands of subjects
Engaged Learners	Culture and Community <ul style="list-style-type: none"> Student wellbeing - RISE Staff Wellbeing Local Engagement 	<ul style="list-style-type: none"> Refine the full-school RISE well-being program and High- RISE program for students requiring additional targeted support and intervention Continue to develop the Staff Well Being Program, RAPT and gratitude wall Continue to engage local agencies to support student wellbeing 	<ul style="list-style-type: none"> Students are engaged and connected with a strong sense of belonging and involvement in the school community Staff are supported and connected as leaders of learning Students have access to local agencies and community organisations
	Programs <ul style="list-style-type: none"> Extra-Curricular and clubs Student Leadership Excellence Programs 	<ul style="list-style-type: none"> Advance extra – curricular programs and clubs to engage students in quality experiences Enhance the student leadership programs in both Junior and Senior Secondary Refine the Excellence Programs and engage stakeholders in programming and planning 	<ul style="list-style-type: none"> Students are maximising participation in extra-curricular activities and clubs Student leaders are confident and capable individuals who provide a student voice Excellence Programs lead to quality outcomes for all students
	Student Attitude <ul style="list-style-type: none"> Promote Positive behaviours for Learning Pride and performance for self and school High Expectations and aspirations 	<ul style="list-style-type: none"> Continue to embed Positive Behaviours for Learning and Essential Skills for Classroom Management Promote a strong sense of belonging and positivity to empower students to achieve their goals Engage families and community of at risk students to achieve our high attendance standards Emphasise high expectations through student uniform, presentation and school representation 	<ul style="list-style-type: none"> All students are actively engaged and maximising learning Students are, happy, connected and confident about future aspirations Attendance rates are consistently high Students represent the school with confidence and pride
School Identity	Exceptional Staff <ul style="list-style-type: none"> Coaching and profiling Instructional Leadership Workforce Plan 	<ul style="list-style-type: none"> Enhance the school coaching model, mentoring program for beginning teachers and classroom profiling Implement an Aspiring leaders Program for staff and engage school leaders in targeted PD Align the Workforce Plan and Annual Performance Planning to the strategic plan 	<ul style="list-style-type: none"> All staff are actively involved in coaching and profiling The school invests in the capacity of all staff, inspiring individual excellence in performance The school recruits and retains high performing staff, providing the environment for them to flourish
	Local Partnerships <ul style="list-style-type: none"> Cluster Network Enrolment Plan Transitions Program 	<ul style="list-style-type: none"> Collaborate with local schools - professional learning, STEAM Immersion Camp and programming Engage parents in school priorities and develop an enrolment plan to support community growth Refine the 6 into 7 transition program, the Junior into Senior transition (SET-P) and transitions to work or further study for Year 12 students 	<ul style="list-style-type: none"> Mitchelton maintains strong partnerships with local schools to strengthen outcomes for all students Parents and community are actively involved in school life Students confidently transition between key phases of learning
	Corporate Identity <ul style="list-style-type: none"> Communication and Marketing Service Facilities Plan 	<ul style="list-style-type: none"> Connect with the wider community through school promotion and communication Develop a strong service culture with professional development for staff Develop a sustainable facilities plan to accommodate future enrolment growth 	<ul style="list-style-type: none"> Mitchelton is the preferred school for the local community Staff maintain high standards of customer service and support The school environment, facilities and resources facilitate quality teaching and learning

Endorsement This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Principal



P and C President



School Council Chair