

# EDITHVALE PRIMARY SCHOOL

## 3790

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## School Strategic Plan 2010 -2013



<b>Endorsement by School Principal</b>	SIGNED <i>Denise Webster</i> NAME: Denise Webster
<b>Endorsement by School Council</b>	SIGNED <i>Martin Taylor</i> NAME: Martin Taylor
<b>Endorsement by Regional Network Leader</b>	SIGNED <i>Judi Gurvich</i> NAME: Judi Gurvich

## School Profile

<b>Purpose</b>	<p>Our vision is to foster a love of learning in our school community.</p> <p>We will work together to know our students and understand their learning needs. Our aim is to ensure that learning is fun, active and meaningful in an environment where individuality, creativity and curiosity are valued.</p> <p>We endeavour to prepare our students for tomorrow's world, developing their skills and knowledge, enabling them to live and work in a global community as effective, responsible and caring citizens.</p>
<b>Values</b>	<p>At Edithvale Primary School the community is committed to working together to ensure a learning environment where the following qualities are valued and developed:</p> <p><u>Doing the Right Thing</u></p> <ul style="list-style-type: none"><li>• Learning and respecting others' rights to learn and feel safe</li><li>• Behaving and working ethically and treating others as you like to be treated</li><li>• Being supportive, respectful, trustworthy, honest, fair and friendly</li><li>• Thinking critically, showing good judgement, participating in decision-making and listening to others.</li><li>• Always trying to do your best</li></ul> <p><u>Working Together</u></p> <ul style="list-style-type: none"><li>• Sportsmanship, encouragement, sharing, cooperation and teamwork</li><li>• Leading and participating in group activities and school programs</li><li>• Communicating and interacting with individuals, technologies, different cultural groups and with a global audience</li><li>• Being sensitive to our location and proactive in protecting our environment</li></ul> <p><u>Aspiring higher</u></p> <ul style="list-style-type: none"><li>• Recognising and encouraging excellence</li><li>• Challenging and achieving potential</li><li>• Fostering imagination, humour, creativity, design, risk-taking, questioning ideas and planning for the future</li><li>• Continually improving through learning, reflecting and adapting to different situations</li><li>• Having high expectations of ourselves and others</li></ul>

**Environmental Context****Community**

Edithvale Primary School is situated in the City of Kingston, 26 kilometres from the CBD. It is well positioned between Port Phillip Bay and Edithvale Wetlands giving our school community a wonderful opportunity to develop a sound and responsive environmental awareness. The school has a rich history and well established links with the local kindergartens, primary schools, secondary colleges and community support agencies. We are actively involved with a variety of local organisations in the wider community and we are already beginning preparations for our centenary celebrations in 2013.

Our current enrolment is 376 students from 270 families. From demographic studies, the predicted trend is for numbers to fall slightly and rest at about 350. At present there are 179 boys and 197 girls. There are 27 percent of families who receive *Education Maintenance Allowance* (EMA). The number of students with a *Language Background other than English* (LBOTE) is currently at 46 from 39 families and we anticipate that this will continue to grow. Our *Student Family Occupation* (SFO) density is 0.40.

**Educational**

Currently the staffing profile consists of Principal, Assistant Principal and 25 teachers supported by six Education Support (ES) staff members. There are three Leading Teachers and a small group of teachers in the graduate (5) and accomplished (2) range but the majority of our teaching staff are in the expert range (12). Specialist programs operate for Physical Education, Art and French. Our *Program Achieve* caters for the special learning needs of our students and includes a strong *Program for Students with a Disability*, literacy and numeracy support, an *English as a Second Language* program and a *Challenge* program. We are also accredited to accept international students. Currently, we have a Teaching and Learning coach with a particular focus on the development of student outcomes and teacher effectiveness in the area of Mathematics. Extra curricula programs include: camps, swimming, performing arts, interschool sports, instrumental music, choir, excursions and special events.

In line with the effective schools model, our educational priority has been to enhance and promote quality teaching and learning practices with a strong commitment to expert professional development and *Performance & Development Culture*. Implementation of Victorian Essential Learning Standards has impacted on planning, assessment and reporting practices, underpinned by progressive pedagogical beliefs and understandings. The classroom and learning environments are student-focussed and we encourage our students and parents to have a voice. Our whole school community is involved in policy and program development and implementation and in setting future directions for the school.

**Environmental –grounds and facilities**

We are fortunate to have received Federal Grants to establish a new Learning Centre that includes 6 classrooms and modern learning technologies, improvements to our buildings and grounds, and refurbishments to our hall and toilets.

School Council manages a range of projects and improvements to enhance the physical environment of the school. A commitment to water conservation and sustainability of our gardens and oval remains both a challenge and a focus for our dedicated buildings and grounds committee. A healthy canteen and locally raised funds also support our curriculum and environmental programs. We actively practise working in partnership and collaboration with the whole school community.

**Technology**

All students have access to computers both in the classroom and in the resource centre. Interactive whiteboards will be introduced in some of the classrooms this year and an expansion of this program will continue over the next three years.

Our present Information & Communications Technology (ICT) Centre/ Library will also be adapted to reflect current educational pedagogy and practices for the benefit of all our students. Staff continue to upgrade their technological skills and knowledge.

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	<p><b>To improve the student outcomes in Mathematics across the school</b></p> <p><b>To ensure that contemporary pedagogy is employed in classrooms by all teachers with an emphasis on the teaching of Mathematics</b></p>	<p>By 2013 75% of students in Year 3 to be performing at or above expected level in Number according to NAPLAN data.</p> <p>By 2013 75% of students in Year 5 to be performing at or above expected level in Number according to NAPLAN data.</p>	<p>Build the capacity of teachers: developing and documenting a whole school approach to Mathematics planning and teaching.</p> <p>Identify and document the differentiated needs of individual students in order to provide appropriate curriculum support</p> <p>Performance and Development Culture is further embedded in school practice through specific, targeted teaching improvement goals.</p>
<b>Student Engagement and Wellbeing</b>	<p><b>To ensure that the school curriculum provision is stimulating and challenging</b></p> <p><b>To improve the parent/school, parent/teacher and teacher/student relationships across the school and to more strongly connect the parents to the school.</b></p>	<p>By 2013 Student Attitude to School Survey will show improvement in the following:</p> <ul style="list-style-type: none"> <li>Stimulating Learning variable from 3.85 (2008) to 4.0 or better</li> </ul> <p>By 2013 the Parent Opinion survey will show improvement in the following:</p> <ul style="list-style-type: none"> <li>General Satisfaction variable increase from 5.33 (2008) to 5.8 or better</li> </ul>	<p>Strengthen leadership capacity and teaching practice in order to further engage students.</p> <p>Promotion of whole school activities and strategies that establish stronger connections between parents and the school and a stronger sense of belonging for senior students.</p> <hr/>

<p><b>Student Pathways and Transitions</b></p>	<p><b>To improve the transition of students at key points in their schooling – when they are new to the school and when they are moving into new levels.</b></p>	<p>By 2013The Parent Opinion Survey will show improvement in the following:</p> <ul style="list-style-type: none"> <li>• Transitions variable will increase from 5.43 (2008) to 5.70 or better</li> </ul> <p>By 2013The Student Attitude to School Survey will show an improvement in the following:</p> <ul style="list-style-type: none"> <li>• School Connectedness variable will increase from 4.09 (2008) to 4.50</li> </ul>	<p>Strengthen the school transition processes and programs for new students and for students as they move from one level to the next.</p>
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# SCHOOL STRATEGIC PLANNER 2010- 2013: INDICATIVE PLANNER

<b>Key Improvement Strategies</b> (Prioritised KIS across the three student outcomes areas)	<b>Actions</b>		<b>Achievement Milestones</b> (Changes in practice and behaviours)
<p><b>Student Learning – Improvement of Student Outcomes:</b></p> <p>Build the capacity of teachers: developing and documenting a whole school approach to Mathematics planning and teaching.</p> <p>Identify and document the differentiated needs of individual students in order to provide appropriate curriculum support</p> <p>Performance and Development Culture is further embedded in school practice through specific, targeted teaching improvement goals.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Create position of numeracy coordinator</li> <li>▪ Use coaching principles to promote reflective teaching practices.</li> <li>▪ Regular whole school and professional learning team meetings are held where the focus is on improving Numeracy teaching and learning</li> <li>▪ Introduction of whole school approach and plan for mathematics.</li> <li>▪ Effective intervention programs and extension are implemented to address students’ needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff demonstrating use of maths coaching ideas in classrooms</li> <li>▪ Introduction of Maths Online assessment with Numeracy PLT and Years 3- 6.</li> <li>▪ An organised program established that integrates all mathematics dimensions, building mathematical knowledge and skills.</li> <li>▪ Adoption of common maths planner for Whole School continuity. E5 evident in planning documents focusing on differentiated curriculum</li> <li>▪ The school is organised to ensure there is 100 minutes of Maths daily which is not subject to interruptions.</li> <li>▪ Consistent use of weekly e-planners by all teachers which show evidence of whole school approach to maths.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Provision of high quality PD to improve teaching and assessment practices in mathematics.</li> <li>▪ Continuation of Teaching and Learning Coaching</li> <li>▪ Teachers continue to participate in collaboration and reflective practice which incorporates shared planning, focused observation, examination of student work and professional dialogue around numeracy learning</li> <li>▪ Develop teachers’ knowledge and understandings in using a common “Language of Maths” across levels.</li> <li>▪ Active involvement of the school and its teachers in network programs.</li> <li>▪ Staff PoLT survey conducted Years 4-6 and Specialists Principle 1.</li> <li>▪ Succession program for Leaders in the Making to work with Expert and Leading teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ School leadership is actively involved in ensuring that Numeracy learning is a central part of the school’s improvement efforts. (Instructional leadership)</li> <li>▪ Introduction of ‘Scaffolding Numeracy’ testing on-line (level 4s) and further implementation of maths on-line testing to include Years 2-4.</li> <li>▪ Extend use of ILPs and Student Portfolios for assessment and student self-evaluation.</li> <li>▪ NAPLAN numeracy results show an increase in the number of students in year 3 and year 5 achieving at or above expected level.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Use of data to monitor and evaluate the effectiveness of numeracy programs</li> <li>▪ Improve individual student tracking</li> <li>▪ Incorporation of ICT into numeracy lessons</li> <li>▪ Build interactive ICT resources</li> <li>▪ All staff participate in a structured professional learning program which is explicitly linked to maths/ICT</li> <li>▪ E-5 focus on explicit lesson presentation catering to individual student interests and learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers engage in moderation and use a range of assessment tools to ensure that assessments are comparable and accurate.</li> <li>▪ Work programs reflect use of ICT linked numeracy studies</li> <li>▪ Evidence of ICT use in numeracy planning and evidence of use in classroom</li> <li>▪ Bank of resources/register for differentiated curriculum has been developed.</li> <li>▪ Establishment of whole school recording process – student tracking</li> <li>▪ P &amp; D Culture focus on giving and receiving feedback.</li> <li>▪ NAPLAN numeracy results continue to show an increase in the number of students in year 3 and year 5 achieving at or above expected level.</li> </ul>

	Year 4	<ul style="list-style-type: none"> <li>E-5 and the Principles of Learning and Teaching are embedded in classroom practice</li> </ul> <p>Review of all practices to ensure best practice</p>	Refinement of teaching and learning practices, beliefs & understandings of contemporary pedagogy demonstrated and articulated for mid and end of year reviews.
<p><b>Student Engagement and Wellbeing- Stimulating and Challenging Curriculum:</b></p> <p>Strengthen leadership capacity and teaching practice in order to further engage students.</p> <p>Promotion of whole school activities and strategies that establish stronger connections between parents and the school and a stronger sense of belonging for senior students.</p>	Year 1	<ul style="list-style-type: none"> <li>Student Learning team &amp; Data team analyse student opinion, attendance and performance</li> <li>Further development of student focused programs and ILPs with emphasis on engagement and attendance .</li> <li>Student Wellbeing team to promote SEWB “Every Child, Every Opportunity” &amp; “Effective Schools are Engaging schools” documents and new policy throughout school.</li> <li>Behaviour management: Playground &amp; Classroom incident report audit.</li> <li>Program Achieve –special needs groups that cater for all students and encourage self-esteem through success.</li> <li>Ongoing PD on Restorative Practices and promotion of our Bounce Back program.</li> <li>Student forums and focus groups to encourage greater student input in decision-making and student feedback.</li> <li>Whole school approach to behavioural expectations and discipline procedures.</li> <li>Provide opportunities for parents to be involved in discussion forums, classroom activities and whole school events.</li> <li>Timetabled hour for Values/Bounce Back program to be taught explicitly across school. Students to maintain a student portfolio of sessions covered.</li> </ul>	<ul style="list-style-type: none"> <li>Effective classroom and behaviour management processes are embedded.</li> <li>Individual Learning Plans are implemented and reviewed each term with parents for students who are at risk socially and academically.</li> <li>Student Leadership selection processes, roles &amp; responsibilities reviewed and refined. Student participation in decision making – provision of leadership opportunities and training</li> <li>Student Engagement &amp; wellbeing policy and guidelines fully implemented.</li> <li>Increased parent involvement in classroom programs, celebrations of learning and special events.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>PD on E5, Success for Boys and Shaping pedagogy for relevant learning spaces</li> <li>Continue to develop senior school leadership program. Improved opportunities for student leadership, feedback &amp; decision-making processes</li> <li>Facilitation of Parent information sessions</li> <li>Revisit PoLT in terms of E5 and effective schools model</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour management: incident forms consistently given to students and followed up</li> <li>Improvement shown in Parent Opinion survey –General Satisfaction.</li> <li>Improvement shown in Stimulating Learning variable of Attitudes to School survey</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Best Practice ICT/Technology in every classroom to support teaching &amp; learning practices</li> <li>PD to support teaching and learning with ICT</li> <li>Inquiry model/planner reflects challenging and differentiated classroom activities</li> <li>Continue to provide a range of opportunities for parent involvement in school events/activities</li> </ul>	<ul style="list-style-type: none"> <li>Budget allows for purchase/lease of IWBs</li> <li>All staff developing proficiency in use of interactive learning technologies</li> <li>Inquiry learning model evident throughout curriculum and demonstrated to peer coaches as an element of Performance</li> <li>Sustained improvement shown in Parent Opinion survey – General Satisfaction variable.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Continued organisation of family nights – technology/maths/science</li> <li>Evaluation &amp; review of Strategic Plan targets and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Parent Opinion, Student Attitudes and Staff Surveys provide evidence of improvement.</li> </ul>

<p><b>Student Pathways and Transition:</b></p> <p>Strengthen the school transition processes and programs for new students and for students as they move from one level to the next.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Provide 4-6 sessions for new prep students to visit the school and be engaged in school activities</li> <li>▪ Provide sessions/time for students to spend time in their new classroom at the end of the year.</li> <li>▪ Develop a range of assessment tools to be given to new incoming students to assist in their transition</li> <li>▪ Provide opportunities for parents to be informed of transition processes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Facilitation of parent information sessions</li> <li>▪ Improvement in parent and student survey data</li> <li>▪ All teachers develop an understanding of the learning needs of their students prior to the commencement of the school year demonstrated during initial PRP discussion.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Promotion of transition program within the school</li> <li>▪ Review transition procedures for incoming students</li> <li>▪ Use community contacts to help promote the school</li> <li>▪ Teachers develop knowledge of other year levels</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gather information about new students. Contact made with previous school and support staff as indicated.</li> <li>▪ Survey new parents about satisfaction with K-P transition program.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Continue to strengthen connections with local kindergartens and secondary colleges.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented timetable for transition activities with kindergartens and secondary colleges.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Evaluation of transition protocols and processes throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transition programs evaluated.</li> <li>▪ Improvement demonstrated in Personal Learning domain of VELs at Levels 3 &amp; 4.</li> </ul>