

School Strategic Plan for Edithvale Primary School 3790 2014-2017

Endorsements

<p>Endorsement School Principal</p>	<p>by</p> <p>Signed.....</p> <p>Name: Denise Webster</p> <p>Date...28.10.14</p>
<p>Endorsement School Council</p>	<p>by</p> <p>Signed.....</p> <p>Name: Martin Taylor</p> <p>Date...28.10.14</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name...Dean Mann Acting Regional Director</p> <p>Date...20.11.14</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.</p>	

School Profile

Regulatory context	In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.
Purpose	We provide a supportive, engaging, active, and stimulating learning environment that encourages all students to become critical thinkers, problem solvers and achieve their personal best. We prepare our students for lifelong learning in a climate that embraces fairness, trust and mutual respect. We are committed to working closely with all families and the wider community to provide opportunities for every child to reach their full potential.
Values	<p>Edithvale Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.</p> <p>This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.</p> <p>Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.</p> <p>Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.</p> <p>Our core school values of Doing the Right Thing, Working Together, Aspiring Higher and Connecting with Our Community underpin our work. They will be communicated to all members of the school community through newsletters, assembly, the school web site, handbooks and will form part of our Wellbeing curriculum for students.</p>

Doing The Right Thing	Working Together	Aspiring Higher	Connecting with our Community	
<p>Learning and respecting others' rights to learn and feel safe.</p> <p>Behaving and working ethically and treating others as you like to be treated.</p> <p>Being supportive, respectful, trustworthy, honest, fair and friendly.</p> <p>Thinking critically, showing good judgement, participating in decision-making and listening to others.</p> <p>Always trying to do your best</p>	<p>Sportsmanship, encouragement, sharing, cooperation and teamwork.</p> <p>Leading and participating in group activities and school programs.</p> <p>Building positive relationships with our peers.</p>	<p>Recognising and encouraging excellence.</p> <p>Challenging and achieving potential.</p> <p>Fostering imagination, humour, creativity, design, risk-taking, questioning ideas and planning for the future.</p> <p>Continually improving through learning, reflecting and adapting to different situations.</p> <p>Having high expectations of ourselves and others.</p>	<p>Being sensitive to our location and proactive in protecting our environment.</p> <p>Communicating and interacting with individuals, technologies, different cultural groups and with a global audience.</p> <p>Actively seeking opportunities to work with outside agencies and individuals.</p> <p>Actively promoting our school in our local area.</p>	

Environmental Context

Edithvale Primary School is situated in the City of Kingston, 26 kilometers 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 local kindergartens, primary schools, secondary colleges, sporting groups and community support agencies.

Our current enrolment is 314. We have stabilised our enrolments over the last 4 years and consistently enrol 40-50 Prep/Foundation students as a result of having a well-developed and effective transition program that we are proud of. There are presently only a small number of students from non-English speaking backgrounds in the school community, as well as a small number of Koori students at the school. We have a declining proportion of families who receive Educational Maintenance Allowances with the school's SFO Index currently at 0.356.

The staff profile shows a combination of experienced teachers and a range of newly graduated teachers. Currently our staffing consists of Principal, Assistant Principal, 15 full time teachers and 3 part time staff members. This includes one Leading Teacher and 8 teachers in the Classroom Teacher 1 range and 12 in the Classroom Teacher 2 range. They are supported by 1.88 EFT Integration Teacher Aides, 2 teaching support staff in the office, and access to DEECD student support service psychologists and speech pathologists. Specialist programs operate for Physical Education, Art and French. Currently, we have 2 part time Mathematics Specialist coaches who have a particular focus on improving student achievement outcomes and enhancing teacher effectiveness in the area of Mathematics. We continue to offer a French language program, a Visual Art curriculum and a Physical Education program dedicated to creating active and healthy habits within our students. Extra curricula programs include camps, swimming, performing arts, interschool sports, instrumental music, choir, excursions and dance events.

The school has completed significant building and grounds improvement over the past few years with the creation of a flexible Learning Space as part of the Building the Education Revolution and an upgrade of the oval and its surrounds.

High expectations are held for every student at Edithvale Primary school and members of our staff continually assess and reflect upon their own work practices to provide our students with opportunities to achieve continued learning successes. An extensive Professional Learning agenda enable staff to continually enhance their teaching knowledge and practices.

The school fosters close links with parents and the broader school community and recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We see ourselves as partners in the creation of healthy learning environments and excellent educational, health and wellbeing outcomes. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for all staff and students.

Service Standards

At Edithvale Primary School we will work collaboratively to create a school environment where respectful and safe conduct is expected of everyone. We will:

- Behave in a manner consistent with the standards of our profession and provide inclusive, safe and orderly environments.
- Identify and support students who are or may be at risk and strive to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Commit to open and regular communication with all members of our school community.
- Model positive and respectful behaviour to all members of the school community.

Strategic Direction

	Goals	Targets	Key Improvement Strategies																																										
	<i>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</i>	<i>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</i>	<i>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</i>																																										
<p>Achievement</p> <p><i>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</i></p> <p><i>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</i></p>	<p>To improve overall student achievement and learning growth in Literacy and Numeracy with a focused and structured whole school approach.</p>	<p>There will have been an annual increase in the % of students achieving at Bands 5 & 6 (Year 3) and Bands 7 & 8 (Year 5) in NAPLAN over the course of the Strategic Plan</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>2013 (%)</th> <th>2014 (%)</th> <th>2015 (%)</th> <th>2016 (%)</th> <th>2017 (%)</th> </tr> </thead> <tbody> <tr> <td colspan="6">Year 3 % of students achieving at Bands 5 and 6</td> </tr> <tr> <td>Numeracy</td> <td>36</td> <td>59</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>64</td> <td>61</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>51</td> <td>59</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spelling</td> <td>38</td> <td>57</td> <td></td> <td></td> <td></td> </tr> <tr> <td>G and P</td> <td>58</td> <td>51</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Domain	2013 (%)	2014 (%)	2015 (%)	2016 (%)	2017 (%)	Year 3 % of students achieving at Bands 5 and 6						Numeracy	36	59				Reading	64	61				Writing	51	59				Spelling	38	57				G and P	58	51				<p>Build teacher pedagogical knowledge and practice through a deep understanding of our agreed instructional model and the AusVELS curriculum framework.</p> <p>Develop and enhance staff capacity to collaboratively analyse and interpret data to inform teaching.</p>
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Year 5 % of students achieving at Bands 7 and 8

Numeracy	18	27			
Reading	45	50			
Writing	23	14			
Spelling	36	25			
G and P	45	50			

By 2017, there will be a 15% increase in the number of students demonstrating high relative growth in NAPLAN.

Domain	2013 (%)	2014 (%)	2015 (%)	2016 (%)	2017 (%)
Numeracy	15	43			50
Reading	30	25			29
Writing	30	36			41
Spelling	33	20			23
G and P	18	39			45

- From Year 1 to Year 6 in each dimension of Mathematics & English 20% of each year level will grow more than one AusVELS level per year.
- At least 20% of students will be assessed at 12 months or more ahead of the expected AusVELS level in Mathematics & English.

Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students' motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

To deepen the extent to which students feel connected to and engaged with their learning.

By 2017, all Year 5 & 6 students will indicate student satisfaction levels on the students' attitude to schools survey to be at or beyond the 75th percentile in the domain of Teaching and Learning.

By 2017, there will be continuous growth shown in the levels of satisfaction in the parent opinion survey related to the domains of:

	2013	2014	2015	2016	2017
Stimulating Learning	5.53	6.07			
Student Motivation	5.65	5.56			

Develop and implement a stimulating, motivating and engaging curriculum and learning environment to meet the needs of all students.

Develop and implement programs to:

- Improve parent involvement in student learning.
- Communicate effectively with parents in order to strengthen school to home learning partnerships.
- Foster productive partnerships between the school and the wider community

Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

To provide an inclusive, safe and stimulating environment for learning.

By 2017 Year 5 Student Attitudes to School data in the Student Relationship and Wellbeing variables will be at or beyond the 75th percentile.

By 2017 the Parent Opinion Survey data will show sustained growth in the variables relating to Student Safety, Connectedness and Transition

	2013	2014	2015	2016	2017
Student Safety	5.88	5.63			
School Connectedness	5.63	6.06			
Transition	5.83	6.12			

Strengthen the whole school wellbeing program.

Enhance and implement policies, practices and programs which focus on global awareness, cyber safety and social media responsibility.

<p>Productivity</p> <p><i>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</i></p> <p><i>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</i></p>	<p>To ensure the allocation of resources maximises student learning and wellbeing outcomes.</p>	<p>By 2017 the Staff Survey will demonstrate continuous improvement in order to be consistently above the state mean in the Professional Learning variables of:</p> <ul style="list-style-type: none"> • School Level support • Renewal of knowledge and skills • Feedback <p>By 2017 the Parent Opinion Survey will show sustained improvement in General Satisfaction</p> <table border="1" data-bbox="920 616 1529 718"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>General Satisfaction</td> <td>5.52</td> <td>6.18</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		2013	2014	2015	2016	2017	General Satisfaction	5.52	6.18				<p>Develop a rigorous and targeted professional learning program which meets the goals set in the Strategic Plan and AIP</p> <p>Provide appropriate structures and resource allocations to enable the successful development, implementation and continuance of the school’s curriculum programs with a specific focus on enhancing ICT across all levels of the school.</p>
	2013	2014	2015	2016	2017										
General Satisfaction	5.52	6.18													

School Strategic Plan 2014- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.

Key Improvement Strategies		Actions	Achievement Milestone
Achievement		<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
		<p>Year 1</p> <ul style="list-style-type: none"> ▪ Provision of PD in the use of assessment and data tracking ▪ All staff conduct the MOI and OnDemand test on their students ▪ Review the school assessment and reporting schedule and ensure it is deployed to improve AusVELS assessments ▪ Employ maths specialists to facilitate the development of mathematical teaching and learning ▪ Introduce, implement and monitor the Words Their Way spelling program ▪ Whole school audit of writing and research of writing programs ▪ Develop common planning documents across the whole school with the teachers ▪ Implement a performance and development process 	<ul style="list-style-type: none"> ▪ Collection of baseline data for Mathematics and English ▪ All teachers participate in regular ongoing conversations with specialists about teaching and learning of Mathematics. ▪ Staff participate in professional learning in writing and spelling. ▪ English and Mathematics leaders plan with teams (Provision of time) ▪ Common planning documents are created for Mathematics and English ▪ Teacher conversations through the PDP process centre on their documentation used to demonstrate student achievement and growth.
		<p>Year 2</p> <ul style="list-style-type: none"> ▪ Full implementation of SPA program ▪ Improve quality control measures to data entry and analysis ▪ Implement the agreed school assessment and reporting schedule ▪ Use the maths specialist program to: <ul style="list-style-type: none"> ○ continue to develop and enhance the teacher knowledge and understanding of mathematical 	<ul style="list-style-type: none"> ▪ Staff use SPA program to track student achievement and growth. ▪ Regular data team meetings ▪ All teachers will engage in regular conversations, peer observations and co-teaching opportunities ▪ Improvement in student outcomes across all levels and in all dimensions of Mathematics and English (with a specific focus on writing)

		<ul style="list-style-type: none"> ○ concepts above and below expected levels <ul style="list-style-type: none"> ○ to observe and reflect on exemplary practice in the teaching of mathematics ▪ Embed the Words Their Way spelling program ▪ Document and implement a whole school program in explicit teaching of writing years Foundation to 6. ▪ Evaluate and improve PDP process through feedback 	<ul style="list-style-type: none"> ▪ Common practice of the Words Their Way spelling program ▪ staff using common language for writing ▪ All staff engaged in regular writing moderation
	Year 3	<ul style="list-style-type: none"> ▪ Develop a process to sustain the key components of the maths specialist program ▪ Review and modify practices from year 1 and 2 ▪ Investigate and introduce learning opportunities to challenge and extend the top 20% of students in each year level. 	<ul style="list-style-type: none"> ▪ All teachers will continue to engage in regular conversations, peer observations and co-teaching opportunities ▪ All teachers to be data literate with a greater understanding of data sets ▪ Provision of regular learning opportunities that challenge and extend the top 20% of students in each year level and goals reflected in ILP's
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate all programs in English and Mathematics 	<ul style="list-style-type: none"> ▪ Meet all targets in strategic plan.
<p>Engagement</p> <p><i>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</i></p> <p><i>Engagement spans students' motivation to learn, as well as their active involvement in learning.</i></p> <p><i>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</i></p>	Year 1	<ul style="list-style-type: none"> ▪ Develop an ICT strategy to expand fleet of equipment and establish an eLearning plan ▪ Develop a whole school plan for professional learning focussing on improving student ability in critical thinking and problem solving and develop their curiosity as learners. ▪ Expand our transition program for those students moving between year levels and continue to strengthen partnerships with local Secondary Colleges for those transitioning in to Secondary school ▪ Develop a communication strategy with staff and school council ▪ Establish data base of parent expertise; seek opportunities to involve parents in the learning and extra curricula programs. ▪ Review homework policy and process. 	<ul style="list-style-type: none"> ▪ Appoint ICT coordinator. ▪ Launch of 1:1 Notebook program at Year 4. ▪ Revise Wellbeing curriculum program to incorporate specific teaching of thinking skills and problem solving strategies. ▪ Updated transition documents- including timelines-developed ▪ Update the school website ▪ Calendar of events in published in planners and newsletters ▪ Communication apps purchased, promoted and utilised ▪ Survey parents for feedback after special events. ▪ Source guest speakers from our parent community

	Year 2	<ul style="list-style-type: none"> ▪ Further develop and refine eLearning plan ▪ Provide focused Professional Learning in effective use of ICT for teaching ▪ Increase opportunities for students to participate in challenging programs to extend their thinking skills ▪ Increase opportunities for students to participate in extra curricula programs to cater for their special interests ▪ Review and refine communication strategy with key stakeholders. 	<ul style="list-style-type: none"> ▪ Improvement in Student Attitudes to Schools survey data in the Teaching and Learning variables. ▪ All Professional Development Plans will include at least one ICT goal. ▪ Increased use of ICT evident in planning documents ▪ Coordination of academic challenge program ie Tournament of the Minds; Maths Olympiad; Public Speaking etc ▪ Develop and administer survey for key stakeholders that seeks feedback on communication strategies ▪ Improvement in Parent survey data
	Year 3	<ul style="list-style-type: none"> ▪ Assess progress of goals outlined in our eLearning Plan ▪ Review and analyse transition programs ▪ Continue to provide focused Professional Learning in effective use of ICT for teaching 	<ul style="list-style-type: none"> ▪ Transition documents revised ▪ Increase in enrolments
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate all Engagement actions, goals and strategies 	<ul style="list-style-type: none"> ▪ All targets from the Strategic Plan met.
<p>Wellbeing</p> <p><i>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences</i></p>	Year 1	<ul style="list-style-type: none"> ▪ Regular scheduled meetings for established Wellbeing team to focus on students' health, safety and wellbeing ▪ Review current Wellbeing program and related policies- eg. First Aid & OHS requirements ▪ Behaviour management processes to be reviewed, updated and agreed upon ▪ Access external organisations to provide expertise in students' health, safety and wellbeing ▪ Work closely with DEECD Support Services to support students at risk ▪ Investigate and introduce additional measures for monitoring student emotional health and wellbeing- eg RESILIENCE survey for all year 4-6 students 	<ul style="list-style-type: none"> ▪ Commitment of all staff to the updated Student Engagement and Wellbeing policy and Program ▪ All staff have an awareness and understanding of their responsibilities in relation to our risk management and activities calendar ▪ Annual planner for student Wellbeing developed and distributed at the beginning of the year. ▪ Consistent implementation of student management processes and documentation by all staff. ▪ DEECD support services personnel and external agencies to provide professional learning for staff in the SAFEminds program ▪ Establish detailed plan to support students' transition from Year 4 to Year 5

	Year 2	<ul style="list-style-type: none"> ▪ Monitor behaviour management processes ▪ Continue to work closely with DEECD Support Services to identify and support students at risk ▪ First Aid policy and processes reviewed in line with OH&S requirements. ▪ OHS risk management and activities calendar updated ▪ Use data from surveys and ongoing anecdotal feedback to refine and expand programs and strategies that support student wellbeing 	<ul style="list-style-type: none"> ▪ Induction at the beginning of each year to develop staff knowledge , understanding and awareness of Individual Health needs and all OHS requirements ▪ Consistent implementation of behaviour management processes with a focus on Restorative Practices ▪ Implementation of revised Wellbeing programs ▪ Implementation of Year 4 to Year 5 transition program
	Year 3	<ul style="list-style-type: none"> ▪ Monitor Wellbeing programs and policies to ensure that it continues to meet the needs of our students and staff 	<ul style="list-style-type: none"> ▪ Consistently improving towards the targets set in Student Attitude to School and Parent surveys
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate all Wellbeing actions, goals and strategies 	<ul style="list-style-type: none"> ▪ All targets from the Strategic Plan met.
Productivity	Year 1	<ul style="list-style-type: none"> ▪ Provide adequate resources to establish an exemplary Professional learning program. ▪ Restructure teams to reflect needs of the Strategic Plan and AIP ▪ Provide resources for teachers to participate in effective coaching and feedback sessions. ▪ Create a plan and budget for promoting the school in the wider community 	<ul style="list-style-type: none"> ▪ All staff Performance and Development Plans are linked to the Strategic Plan and the Annual Implementation Plan and show growth in their instructional practice ▪ Establish data teams, implement structured meetings times and develop action plan ▪ All teachers provide evidence through their PDP of their commitment to coaching and feedback sessions ▪ Action Plan developed for building enrolments and transitioning students from Kindergarten into Foundation
	Year 2	<ul style="list-style-type: none"> ▪ Provide adequate resources to establish an exemplary Professional learning program. ▪ Implementation of data literacy professional learning modules ▪ Monitor progress of teams ▪ Provide appropriate levels of funds to support the purchase of quality teaching materials. ▪ Monitor and enhance the promotion of EPS in the wider community 	<ul style="list-style-type: none"> ▪ All teachers have further identified growth in their instructional practice ▪ All teachers have attended professional development to build their data literacy skills ▪ Teachers access and use the provided quality teaching resources ▪ Staff and School Council evaluate and respond to survey data to improve connectedness to school.

	Year 3	<ul style="list-style-type: none"> ▪ Continue to strengthen the professional learning program ▪ Continue to focus on building community relationships 	<ul style="list-style-type: none"> ▪ All teachers have further identified growth in their instructional practice ▪ Increase in enrolments
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate all Productivity actions, goals and strategies 	<ul style="list-style-type: none"> ▪ All targets from the Strategic Plan met.