

School Strategic Plan for
 Eltham Primary School
 Northern Metropolitan region
 2012-2015



Respect Excellence Compassion
 Lifelong Learning

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed..... Name..... Date.....

School Profile

Purpose	Values	Environmental Context
<p>At Eltham Primary School we have our students based firmly at the centre of all that we do. We strive to provide a supportive, purposeful learning environment where every student matters.</p> <p>Our school vision focuses on providing a safe, stimulating learning environment where every student can achieve their full potential through programs that provide opportunities for learning, thinking, and reflecting in an ever changing global village.</p> <p>Working in partnership with our community, we foster a culture of connectedness to the school and to each other, where students feel confident and motivated to succeed and are inspired to be resilient, creative learners well prepared for the 21st century in which they live.</p>	<p>Eltham Primary School is committed to embedding the values of;</p> <ul style="list-style-type: none"> • RESPECT for ourselves, for each other, for the environment • EXCELLENCE in our teaching and learning • LIFE-LONG LEARNING for ourselves and others • COMPASSION through fun and generosity in our relationships as • global citizens <p>We expect staff, students and parents to model these values in all interactions. Our Student Engagement and Wellbeing Policy is based firmly on these tenets to assist students to develop into civic minded people with a strong belief in social justice.</p>	<p>Eltham Primary School is situated at the gateway to the Eltham Township, north east of Melbourne. The school was established in 1856 and we are proud of our history. High quality learning programs are provided by staff members who work collaboratively as a team to achieve the school vision. The team comprises the Principal, Assistant principal, Leading Teacher, 30 equivalent full time staff, 23 classroom and specialist teachers and 7 education support staff. Specialist programs include Indonesian, PE, Music, Art and Singing. The school is also supported by a regional speech pathologist and psychologist, one part time ICT support technician and Out of School Hours Care staff.</p> <p>Eltham Primary is a medium sized school off 400 students in 2011. Our projected enrolment is 417 in 2012. An enrolment ceiling of 425 has been approved by NMR Region for 2012.</p> <p>Over the past five years Eltham Primary has undergone an extensive building transformation through State Government Capital Works funding and funding provided by the Commonwealth Government, as part of the Building the Education Revolution (BER). This has resulted in significant changes to the layout of the school in regard to buildings and play areas.</p> <p>Eltham PS now consists of three main classroom buildings and three relocatable buildings which provide 6 classrooms. The recently refurbished school residence and BER community space and outdoor environment building complete the extensive building program.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
<p>Student Learning</p>	<p>To improve Literacy and Numeracy outcomes for all students</p>	<p><u>VELS Teacher Judgment</u></p> <p>For 60% of all students to be assessed at A or B in Reading, Writing, Speaking & Listening, Number & Measurement, Chance and Data by 2015.</p> <p><u>Naplan Years 3 & 5 Reading, Writing and Number</u></p> <p>Increase the percentage of students in the top three bands each year, over the period of this Strategic Plan.</p> <p>Reduce the number of students deemed capable in Years 3 & 5 in Reading, Writing, Speaking and Listening and Number in the lower two bands to zero</p>	<p>Continue to further develop a consistent school-wide approach to curriculum planning.</p> <p>Enhance teacher practice through the consistent development and implementation of an agreed school-wide pedagogy.</p> <p>Establish collective accountability for the assessment and monitoring of progress of individual students and cohorts of students by using data to inform teacher practice.</p> <p>Improve the use of triangulated data throughout the school.</p>

<p>Student Engagement and Wellbeing</p>	<p>Continued improvement in student motivation, well being and engagement with an emphasis on resilience and positive social behaviours</p> <p>To promote school connectedness through increased student voice</p> <p>To improve student attendance</p>	<p><u>Parent Opinion Survey</u></p> <p>Increase the General Satisfaction score to 6.4</p> <p><u>Attitude to School Survey</u></p> <p>To increase the Student Safety mean to the Third Quartile</p> <p>To increase the Teacher Effectiveness, School Connectedness and Stimulating Learning to the Third Quartile</p> <p><u>Staff Opinion Survey</u></p> <p>To increase Student Motivation to the Fourth Quartile</p> <p>To increase Quality Teaching to the Third Quartile</p> <p><u>School Level Report</u></p> <p>Reduce the average student absence across the school to 12 days per student per year</p>	<p>Continue to implement a focused strategy (BounceBack!) with an emphasis on resilience and other programs to support Student Engagement and Wellbeing.</p> <p>Continue to develop opportunities for active student engagement through participation in an innovative curriculum and implementation of student voice across the school</p> <p>Increase communication between the school and the community about Student Wellbeing and Engagement</p> <p>Improve levels of student attendance through the implementation of strategies and programs that target absence and lateness.</p>
<p>Student Pathways and Transitions</p>	<p>Continued improvement in transition programs into, through and out of the school with an emphasis on year to year progression.</p>	<p>To improve the score for the Transitions variable in the Parent Opinion Survey by 2015 to 6.00</p>	<p>Refine and expand current processes, procedures and programs for the preparation and transition of students into, through and out of the school, especially between year levels.</p>

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>STUDENT LEARNING:</p> <p>Continue to further develop a consistent whole school approach to curriculum planning.</p> <p>Enhance teacher capacity and practice through the consistent development and implementation of an agreed whole school approach to teaching and learning.</p> <p>Establish collective accountability for the assessment and monitoring of progress of individual students and cohorts of students by using data to inform teacher practice.</p>	Year 1	<ul style="list-style-type: none"> ▪ Continue to implement the NMR Powerful Learning Strategy, introducing the 'Curiosity' component ▪ Design and implement agreed whole school Literacy and Numeracy Protocols P - 6 (eGivens) ▪ Determine staff knowledge and understanding of the NMR Theories of Action ▪ Develop a planned approach to ensure that all teaching staff have access to professional learning focused on differentiated teaching focused on Literacy and Numeracy ▪ Refine the assessment schedule to include rich moderation tasks and rubrics ▪ Use triangulated data sources to inform explicit teaching practice at the Zone of Proximal Development for each student (ZPD) ▪ Develop and implement a P – 6 ICT and Ultranet plan linking Literacy, Numeracy and Curiosity ▪ Continue to foster robust professional learning teams (PLTs) including teacher observations 	<ul style="list-style-type: none"> ▪ All teachers will show evidence of the Powerful Learning Strategies in planning and practice ▪ All staff will use the Literacy and Numeracy Protocols ▪ Whole staff professional learning in relation to Theories of Action will be implemented at staff meetings ▪ Differentiated teaching practice will be evident from P-6 ▪ Teachers effectively use data (triangulated data) to inform all planning and teaching at the ZPD ▪ All staff are using the EPS Assessment and Reporting Schedule with specific time allocated to moderation across PLTs ▪ All staff using the ICT/Ultranet Plan in their teaching with appropriate ICT resources to support learning ▪ PLTs will be active in implementing the Strategic Plan ▪ All teachers participate in observations of teaching practice
	Year 2	<ul style="list-style-type: none"> ▪ Review the Eltham PS teaching protocols (eGivens). ▪ Continue to develop whole staff understanding of the Theories of Action ▪ Continue to develop staff proficiency of differentiated learning ▪ Planning documents to include explicit ICT learning. ▪ Continue to track and monitor students through the use of multiple data sources 	<ul style="list-style-type: none"> ▪ Use of EPS eGivens will be evident in planning and teacher practice. ▪ Planning documents will indicate greater understanding of differentiated curriculum ▪ Planning documents will indicate greater use of ICT tasks across the curriculum ▪ Performance data and use of ICT is included in teacher performance plans ▪ All staff will be using SPA to record individual student data
	Year 3	<ul style="list-style-type: none"> ▪ Continue to refine planning documents ▪ Continue to use data sources for planning and monitoring. 	<ul style="list-style-type: none"> ▪ All staff consistently use the Theories of Action in their teaching practice ▪ Teacher planning time is focussed on continual improvement of

		<ul style="list-style-type: none"> Evaluate literacy and numeracy moderation tasks and schedule 	<p>practice</p> <ul style="list-style-type: none"> Planning documents indicate the use of data and ICT as an integral part of daily practice
	Year 4	<ul style="list-style-type: none"> Review eGivens Review planning documentation Review efficacy of using the SPA for student data collection 	<ul style="list-style-type: none"> All teachers will be consistently using the eGivens Teachers, students and parents will be effectively using the Ultraset and ICT will be integrated throughout the curriculum All documentation has been reviewed with recommended improvements
<p>STUDENT ENGAGEMENT AND WELLBEING</p> <ul style="list-style-type: none"> Continued improvement in student well being and engagement with an emphasis on resilience and positive social behaviours To improve student attendance To promote school connectedness through increased student voice 	Year 1	<ul style="list-style-type: none"> Continue to explicitly include The BounceBack! program in school planning documentation P-6 with a focus on resilience Continue to provide professional learning for staff in the BounceBack! program and other programs relating to student wellbeing. Provide additional BounceBack! resources at the classroom level Utilize the "It's Not OK to Be Away" program as the basis to address student absence and include elements from the Effective Schools are Engaging Schools guidelines where relevant. Educate parents in the benefits of regular school attendance and communicate the school's processes and procedures. Staff are cognisant of the framework and timeline for implementation of the eSmart program Develop student voice through feedback and evaluation of their own learning across the school P-6 Continue to provide student leadership training. Continue to promote extra-curricular programs and activities 	<ul style="list-style-type: none"> Students model through their daily interactions greater resilience and positive social behaviours. Staff recognises and reward resilience and positive social behaviours. Staff will show evidence of BounceBack! implementation in planning and practice. Staff consistently implement the procedures to deal with student lateness and absence Increase in the number of students attending school and arriving on time. The school will meet the planning criteria across the six domains of the eSmart Framework Student voice (i.e. Theory of Action 4) is incorporated into teaching strategies Students will have access to greater opportunities to develop leadership capacity e.g. Environment Leaders The community demonstrates greater awareness of extra-curricular programs and activities as evidenced in the Parent Opinion survey.
	Year 2	<ul style="list-style-type: none"> Continue to develop resilience in students through the Bounceback! program Continue to monitor student absence and lateness and communicate to parents the school's processes and procedures Continue to implement the eSmart framework 	<ul style="list-style-type: none"> Students continue to model greater resilience and positive social behaviours in their relationships with others Student absence has decreased and most students arrive on time Eltham PS is accredited as an eSmart school
	Year 3	<ul style="list-style-type: none"> Continue the Bounceback!program Continue to monitor student absences and lateness Maintain the eSmart framework as a strategy to reduce bullying, in particular cyber bullying 	<ul style="list-style-type: none"> BounceBack is consistently used to its fullest potential Student absence has further decreased and all students arrive on time Eltham PS continues to be accredited as an eSmart school

	Year 4	<ul style="list-style-type: none"> Evaluate the BounceBack! program Review all process and procedures in relation to student absences Evaluate the eSmart framework 	<ul style="list-style-type: none"> Recommendations in relation to the Bounceback! program are included as part of the school self-evaluation The average student absence per year is 12 or less Evaluation and recommendations are completed
<p>TRANSITION AND PATHWAYS:</p> <p>Continued improvement in transition programs into, through and beyond the school with an emphasis on year to year progression, particularly between year levels</p>	Year 1	<ul style="list-style-type: none"> Monitor the effectiveness of transition procedures by seeking feedback from teachers, students and parents Review and improve documentation and communication regarding transition for the school community Expand the current Transition program between year levels Continue to introduce consistent documentation and activities for transition sessions between year levels The year to year Transition program will be evaluated at the end of each year with feedback sought from the students As part of succession planning, transition coordinators to provide clear documentation regarding all transition processes. Continue to communicate with key staff at Eltham HS to maximise relevant reciprocal curriculum opportunities e.g. Indonesian, Science 	<ul style="list-style-type: none"> Transition sessions will be more engaging and purposeful for students All students are participating in consistent transition activities between year levels Year to year Transition sessions are will increase from 3 x 1 hour sessions dependent on feedback All documentation has been reviewed with recommended improvements Students have greater input into the year to year transition program Transition coordinators have a clear understanding of their role and associated responsibilities. Further opportunities are identified and implemented to promote the primary/secondary school connection
	Year 2	<ul style="list-style-type: none"> Refine documentation and communication regarding transition for the school community Continue to refine transition documentation and communication for staff Continue to monitor the effectiveness of the transition procedures, including the duration of transition sessions Monitor the effectiveness of the Transition coordinators induction document 	<ul style="list-style-type: none"> Grade to grade Transition sessions are increased from 3 x 2 hour sessions to 3 days Consistent documentation is used by all relevant staff Adjustments to timetable and procedures are accommodated for transition sessions Transition coordinators have a clear understanding of all transition procedures
	Year 3	<ul style="list-style-type: none"> Monitor the above Continue to seek networking opportunities for the benefit of all students Consolidate successful programs 	<ul style="list-style-type: none"> Monitor and refine practices as required Feedback from students supports the success of the programs Refinements have been incorporated into Transition programs
	Year 4	<ul style="list-style-type: none"> Review and evaluate the effectiveness of all Transition programs and procedures. Invite a focus group of students and parents to discuss Transition programs 	<ul style="list-style-type: none"> Make recommendations as required to improve Transition at all levels. Feedback is incorporated into the school self-evaluation for future direction