School Strategic Plan: Eltham Primary School North Eastern Region 209 2016-2019

Endorsements

Endorsement by School Principal	Signed ………………………………………. Name: Lorraine Kennedy Date December 2015
Endorsement by School Council	Signed ……………………………………… Name: Lachlan McBean Date December 2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed ……………………………………… Name Date December 2015

School Profile

Purpose	
Values	
Environmental Context	Eltham Primary School is situated in the township of Eltham 24kms to the north east of Melbourne in the council shire area of Nillumbik. The school is part of the Northern Victoria Region of the Department of Education and Training. The school was established in 1856, with the original sandstone school building now housing the administration of the school. Our school is steeped in the tradition of excellence and is positioned in a tranquil leafy setting. Our current enrolment is 412. The curriculum at the school is based on the philosophy that children learn best when their experiences at school are structured to take account of different learning styles. Some children learn best when tasks are 'hands on,' others work well in groups or with a partner. Whilst literacy and numeracy are at the heart of our teaching we provide an innovative and broad Victorian curriculum from Prep (Foundation) to Year 6. We see ourselves as a community of learners; eager to improve and to do the best we can for ourselves and for others. The school operates in grade levels with no composite classes to deliver the school program which provides consistency Foundation to Year 6. Our timetable operates on five one hour sessions a day. This allows for the most effective use of our specialists across the school. Community expertise is used to enhance and support classroom programs and activities through a volunteer and guest speaker program. Our students' many talents are also catered for through programs as diverse as Choir, Chess, Instrumental Music, Art, PE and Indonesian. A well-rounded program of sporting events, outdoor education camps and sports clinics supplement competitive Interschool Sport and Physical Education. Our belief that student and staff wellbeing is integral to a successful school is reflected in our whole school emphasis on positive behaviour and purposeful learning. A very safe and supportive learning and teaching environment. The student leadership program offers leadership opportunities for students as well
Service Standards	• *The school fosters close links with parents and the broader school community through its commitment to open and regular communications.* • *The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.* • *The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.* • *The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.* • *All students will receive instruction that is adapted to their individual needs.* *Specifically* • *The school will respond to all communication by parents and caregivers in a timely manner.* • *Parents will be engaged regularly when their child exhibits challenging behaviours.* • *Students will play an active part in the development and review of the school's behaviour policies.* • *All teachers will provide timely and targeted feedback to students on their work.*

Strategic Direction

ACHIEVEMENT		Targets	Key Improvement Strategies
Theory of Action	**Goals**		
Adopt consistent teaching protocols If we adopt consistent learning protocols in all classes, then all students will experience an enhanced capacity to learn, and to develop skills, confidence and curiosity. **Set challenging learning tasks** If learning tasks are purposeful, clearly defined, differentiated and challenging, then all students will experience success.	To improve literacy and numeracy outcomes for every student school-wide	**Victorian Curriculum Targets** To have all students deemed capable make one year or more growth as indicated by Victorian Curriculum in both Literacy and Numeracy Increase the % of P-6 students above the NMS for Speaking & Listening from 11.9% to 50% or higher **NAPLAN Relative Gain Targets:** Increase the % of Year 3-5 students making 'high' relative growth • Reading from 17.8% to 45% or higher • Grammar & Punctuation from 17.8% to 45% or higher • Spelling from 24.4% to 50% or higher • Writing from 37.8% to 50% or higher • Numeracy from 18.2% to 45% or higher Decrease the % of Year 3-5 students making 'low' relative growth • Reading from 31.1% to 5% or less • Grammar & Punctuation from 20%-5% or less • Spelling from 31.1% to 5% or less • Writing from 26.7% to 5% or less • Numeracy from 27.6% to 5% or less Increase the components of *Collective Focus on Student Learning and Guaranteed & Viable Curriculum* on the School Staff Survey from within the lower 25% of schools, to be within the middle 50% of schools or higher	• Develop and adopt a consistent instructional model which builds whole school shared understandings and a common language • Ensure teachers are effectively using data in making accurate teacher judgments as a guide to differentiating student learning • Develop and document a guaranteed and viable curriculum providing a documented scope and sequence aligned with the Victorian Curriculum across the school in all key learning areas
ENGAGEMENT		Targets	Key Improvement Strategies
Theory of Action	**Goals**		
Connect feedback to data - If we connect feedback to data about student actions and performance, then behaviour will be more positive, progress will accelerate, and curiosity will be enhanced. **Emphasise inquiry focused teaching -** If inquiry is the focus of teacher directed instruction, then the level of student achievement and curiosity will increase. **Implement co-operative groups -** If we promote cooperative group structures and techniques to mediate between whole class instruction and students carrying out tasks, then the academic performance of the whole class will increase.	• To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning • To provide a student centred stimulating, rigorous learning environment, which engages all students in learning	• Increase the variable of *Stimulating Learning* on the 5/6 Student Attitudes to School Survey from 56.4%- (within the 3rd quartile) to be 80% (within the 4th quartile) or higher • Increase the components of *Collective Efficacy, Collective Responsibility and Teacher Collaboration* on the School Staff Survey from within the lower 25% of schools to be within the middle 50% of schools or higher • Increase all of the *School Climate* variables on the Parent Survey from <5% (1st quartile) to 50% (within the 3rd quartile) or higher • Increase the *Student Engagement* variables of *Student Motivation & School Connectedness* on the Parent Survey from within the 1st quartile, to be within the 4th quartile or higher	• Promote a positive school climate to empower students, building engagement, school pride and a culture of inclusion • Maximise the potential of ICT to improve learning and engagement
WELLBEING		Targets	Key Improvement Strategies
Theory of Action	**Goals**		

• Instability in leadership has had an impact on many aspects of the school including staff wellbeing, clarity of roles and responsibilities and professional development. • With changing leadership came emphasis on different priorities. Each would require time to embed but time was never available. Consequently, some changes were implemented but not completed. As a result clarity of direction for the school has become clouded.	To provide positive learning experiences for students & staff in an inclusive, safe, orderly and stimulating learning environment	• Increase the components of *Parent & Community Involvement, Staff Trust in Colleagues, and Shielding & Buffering* on the School Staff Survey from within the lower 25% of schools to be within the middle 50% of schools or higher	• Build a collegiate, professional and supportive working culture that builds distributive leadership & deepens the capacity of all staff to have a shared collective responsibility for improving student achievements • Develop a strategic and coordinated approach to foster a supportive and vibrant school community

PRODUCTIVITY		Targets	Key Improvement Strategies
Theory of Action	**Goals**		
Maintenance to the school buildings, grounds and upgrading of ICT infrastructure are ongoing. 'As part of the new strategic plan....(the school) would like to consider further improvements	To ensure a sustainable and equitable plan, effectively managing staffing of all programs supporting the philosophy of the school	• 100 % of school budget is allocated to ensure a sustainable and equitable plan, to effectively manage staffing of all programs whilst supporting the philosophy of the school	• Ensure physical and human resources are used with the best possible effect and in the best possible combination to support improved student outcomes and achieve set goals and targets in Literacy, Numeracy, Wellbeing and Engagement

School Strategic Plan 2016- 2019: Indicative Planner

ACHIEVEMENT	
KEY IMPROVEMENT STRATEGY	**1. *Develop and adopt a consistent instructional model which builds whole school shared understandings and a common language***

	ACTIONS	**SUCCESS CRITERIA**
Year 1	• Implement, document and consistently apply an agreed pedagogical framework P-6 - (Gradual Release of Responsibility principles) • Provide professional learning to support agreed pedagogical practices and to ensure pedagogical framework principals are understood by all staff • Appoint a literacy leader - Develop role statement and action plan • Provide professional learning and coaching support for staff to develop a consistent understanding approach to teaching literacy	• A clearly articulated pedagogical plan is in place to guide leadership, teaching and learning practices and decisions across the school • Teaching and learning, planning and implementation reflects the school pedagogical plan • Role statements and action plans in place for literacy & numeracy positions • All teachers have taken part in both school based and external professional learning and share their learning in forums such as PLT's or staff meetings
	• Implement Independent Reading and classroom libraries P-6 • Implement the teaching of reading comprehension strategies P-6 explicitly to support both literacy and numeracy • Use the model of conferring in both literacy and numeracy to deepen understanding and use of achievement data for individualising student learning • Develop a consistent lesson structure in literacy and numeracy	• All teachers and students have an understanding of Independent Reading – Every student has access to 'Just Right' books • All classrooms have rich, relevant classroom libraries • All teachers explicitly teaching comprehension strategies • All teachers confer regularly with each student in Writing, Numeracy & Reading as per assessment schedule • All teachers using a consistent lesson structure determined by leadership and in consultation with staff
Year 2	• Further develop and embed the use of the GRR Instructional Model as a basis for staff discussion of teaching and learning approaches focused on improving teacher practice. • Continue with Literacy coaching support - Implement a writing framework P-6 – Introduce use of writers notebook 2-6 Provide professional learning and coaching support for staff to develop a consistent approach to teaching Numeracy	• Pedagogical philosophy P-6 (Gradual Release of Responsibility principles) • Teacher planning routinely reflects the assessment framework and learning intentions and success criteria are clearly displayed in classrooms *student language* • All teachers (as identified) have taken part in coaching cycles in Numeracy and Literacy • Staff demonstrate use of Literacy and Numeracy coaching strategies in classrooms - routinely use consistent lesson structure, conferring in reading & writing & Independent Reading • Review role statements and action plans for Literacy and Numeracy positions • Team planning reflects authentic learning tasks cross all areas of the curriculum
	• Embed Independent Reading and the use of classroom libraries P-6 • Embed explicit teaching of reading comprehension strategies P-6 to support both literacy and numeracy • Embed model of conferring in Reading – Introduce for writing to deepen understanding and use of achievement data for individualising student learning • Embed the use of a consistent lesson structure in literacy and numeracy	• All teachers including specialist teachers teaching comprehension strategies explicitly • All teachers and students have a clear understanding of Independent Reading – Every student has access to 'Just Right' books • All classroom libraries routinely reviewed and expanded to continue to have rich, relevant classroom libraries • Consistent lesson structures in literacy and numeracy are routinely used by all teachers

Year 3	• Continue to embed pedagogical philosophy P-6 (Gradual Release of Responsibility principles) and provide induction for new staff ▪ Embed writing framework P-6, Embed use of Writers Notebook 2-6 ▪ Introduce professional learning support for the teaching of Numeracy and Investigations approach (Developing Essential Questions) ▪ Actively respond to new opportunities and initiatives as they emerge	• Initiatives and actions from Year 2 have been expanded and embedded • Staff routinely demonstrate use of Literacy and Numeracy coaching strategies in classrooms • Staff routinely use pedagogical framework (GRR) as the basis for reflection on teaching and learning and in professional conversations. ▪ All classroom teachers beginning to include the explicit teaching of Numeracy strategies and Investigations approach (Developing Essential Questions)
Year 4	• Review and further develop the work of the previous three years • Review and evaluate pedagogical framework P-6 - (Visible Learning & Gradual Release of Responsibility principles) • Embed explicit teaching of Numeracy strategies to support the teaching of Numeracy • Review and update common expectations for Literacy & Numeracy including assessment • Review role statement and action plan for all leadership positions • Actively respond to new opportunities and initiatives as they emerge	• Initiatives and actions from Year 2&3 have been expanded and embedded • Evaluated pedagogical framework P-6 is updated - Staff routinely using pedagogical framework (GRR) as the basis for reflection on teaching and learning and in professional conversations • All classroom teachers including teaching numeracy strategies explicitly • Role statements and action plans in place for next strategic period • Teacher performance plans demonstrate use of performance data for class planning • Staff routinely demonstrate use of Literacy and Numeracy coaching strategies in classrooms

ACHIEVEMENT		
. **KEY IMPROVEMENT STRATEGY**	**2.** *Ensure teachers are effectively using data in making accurate teacher judgments as a guide to differentiating student learning*	

	ACTIONS	**SUCCESS CRITERIA**
Year 1	• Audit current assessment practices and develop an assessment schedule that is purposeful (what, why, where, how), timely and has clear through lines from Foundation to Year 6 –Prioritise use of ongoing assessments • Implement an accessible electronic data collection system to provide evidence to inform curriculum and instructional practices	• Assessments in Literacy & Numeracy have been prioritised and included in assessment schedule • All teachers completing assessments according to the assessment schedule - Teacher planning reflects the assessment framework • Teachers consistently using ongoing assessments to support instructional decisions - *observations, conferring, anecdotal notes* • Student achievement data collected and stored on an electronic data system
	• Ensure PLT meetings focus on using data effectively and refining the practice to understand, analyse and use data as evidence to individualise student learning • Implement regular writing moderation to ensure that teacher judgments are consistent across all levels to better inform instruction	• Evidence of student learning is regularly used (as per the assessment schedule) in PLT's to inform discussion and actions • Staff meet once per term for writing moderation in both literacy and numeracy to regularly inform discussion and actions (as per the assessment schedule) • All teachers regularly accessing online data to assist with moderation and teacher judgments • All teachers are using the standards accurately to map student progress in all relevant Victorian Curriculum domains
Year 2	• Review and update assessment schedule as required • Refine the use of an electronic data collection system for reporting & to improve the tracking of students in Literacy and Numeracy	• All teachers routinely completing assessments according to the assessment schedule - Teacher planning reflects the assessment framework • Teachers consistently using ongoing assessments to support instructional decisions - *observations, conferring, anecdotal notes* • Student achievement data collected and stored on an electronic data system • Electronic data collection system routinely used to collect and track student achievement data, and is accessible to all staff
	• Further develop the use of data by teachers in PLT's for managing whole school performance to individualise student learning • Deepen the use of writing moderation and begin to develop and create explicit & clear writing rubrics for relevant genres – Develop moderation protocols • Build exemplars of moderated student work • Ensure student learning tasks are rigorous with clear rubrics - Develop effective rubrics prior to moderation	• PLT's regularly and confidently focus on achievement data from all classes • Individual Learning Plans (ILP's) developed for students with identified special needs • Professional dialogue is evident regarding assessment scehdule and data recorded using PLT learning logs • Teacher performance plans show evidence of performance data for differentiation • Eltham PS protocols for moderation beginning to be routinely adhered to • Writing rubrics and exemplars beginning to be developed for each genre
Year 3	• Review and update assessment schedule as required • Embed the use of an electronic data collection system for reporting & to improve the tracking of students in Literacy and Numeracy	• Student achievement data collected and stored on an electronic data system • Electronic data collection system routinely and confidently used to collect and track student achievement data, and is accessible to all staff
	• Continue to ensure effective PLT meetings that focus on using data to identify students with intervention needs • Continue with moderation in literacy • Implement regular numeracy moderation to ensure that teacher judgments are consistent across all levels to better inform instruction • Continue to build further exemplars of moderated student writing • Continue to develop effective writing rubrics	• PLT's regularly and confidently focus on achievement data from all classes • Explicit Individual Learning Plans (ILP's) developed for students with identified special needs • Professional learning teams meet at least once per term for moderation in both literacy and numeracy • Eltham PS protocols for moderation routinely and confidently adhered to • Writing moderation includes moderation of at least 3 different genres – exemplars provided • All teachers are using the standards and progression points accurately to map student progress in

	• Develop and create structures to encourage students self and peer assessment processes - Staff routinely encourage students to reflect on the learning with a clear understanding of their individual success indicators		all relevant Victorian Curriculum domains • Students routinely participate in assessment processes - Staff routinely encourage students to reflect on the learning with a clear understanding of their individual success indicators
Year 4	▪ Review and further develop the work of the previous three years • Review and evaluate the use of data P-6 for managing whole school performance to individualise student learning • Review and evaluate assessment schedule ▪ Review the use of an electronic data collection system for reporting & to improve the tracking of students in Literacy and Numeracy ▪ Actively respond to new opportunities and initiatives as they emerge		• Initiatives and actions from Year 2 & 3 have been expanded and embedded • PLT's regularly and confidently focus on achievement data from all classes • Individual Learning Plans (ILP's) developed for students with identified special needs • All teachers completing assessments according to the assessment schedule - Teacher planning reflects the assessment framework • Students routinely participate in self and peer assessment processes - Staff routinely encourage students to reflect on their learning with a clear understanding of their individual success indicators • Teacher performance plans show evidence of performance data for differentiation • Student reports reflect accurate teacher judgments across Victorian Curriculum levels
	• Review Eltham PS protocols for moderation and the use of moderated samples to accurately assess student work across literacy and numeracy - add to school exemplars • Review effectiveness of PLT meetings • Continue to build further exemplars of moderated student work • Continue to develop effective rubrics – publish as a school resource • Refine structures to encourage students self and peer assessment processes - Staff routinely encourage students to reflect on the learning with a clear understanding of their individual success indicators		• Initiatives and actions from Year 2 & 3 have been expanded and embedded • Eltham PS protocols for moderation reviewed • PLT structure reviewed • Writing moderation exemplars provided for all relevant genres • All teachers are using the standards and progression points accurately to map student progress in all relevant Victorian Curriculum domains • Students routinely and confidently participate in self and peer assessment processes - Staff routinely encourage students to reflect on their learning with a clear understanding of their individual success indicators

ACHIEVEMENT	
KEY IMPROVEMENT STRATEGY	3. *Develop and document a guaranteed and viable curriculum providing a documented scope and sequence aligned with the Victorian Curriculum across the school in all key learning areas*

	ACTIONS	SUCCESS CRITERIA
Year 1	• Develop and implement protocols for Curriculum Action Teams (CAT's) to support educational initiatives of the school • Develop, document and review a scope and sequence for literacy & specialist domains, aligned to the Victorian curriculum across the school • Develop curriculum units aligned with the scope and sequence, ensuring they include the use of eLearning, student voice and choice for maximum engagement • Develop a common expectations document for literacy and numeracy practices	• Curriculum Action Teams (CAT's) established, and meet regularly to implement school priorities • Role statements and action plans in place for CATs • Staff have participated in PL to develop and review a scope and sequence for Victorian curriculum across the school • Literacy and specialist Scope and sequence documents in place and reflect the use of eLearning and student voice • Common expectations document for literacy and numeracy practices has been developed and documented, and is consistently referred to
Year 2	• Review and update literacy curriculum units and scope and sequence documents as required • Continue to review and evaluate school's planning documents (unit planners), for consistency • Develop and document a scope and sequence for Numeracy, aligned to the Victorian curriculum across the school • Review and update literacy and numeracy common expectations as required • Introduce the use of a writing framework (6+ 1 Traits or similar)	• PLT's schedule time to review and evaluate scope and sequence documents for Victorian Curriculum across the school • All teams regularly evaluate and update scope and sequence documents -include specialists • All teams are using literacy scope and sequence to plan effective units of work • Numeracy Scope and sequence documents in place and reflect the use of eLearning and student voice • Writing framework beginning to be consistently used P-6 and evident in planning and curriculum documents
Year 3	• Review and further develop the work of the previous two years • Review and update curriculum units and scope and sequence as required • Continue to review and evaluate school's planning documents (unit planners), for consistency P-6 • Embed the use of a writing framework (6+ 1 Traits) • Actively respond to new opportunities and initiatives as they emerge	• Initiatives and actions from Year 2 have been expanded and embedded • All teams regularly evaluate and update scope and sequence documents as required - continue to include Inquiry • All teams are using scope and sequence to plan effective units of work - units of work routinely reflect student voice • All teachers P-6 using writing framework consistently with evidence in planning and curriculum documents
Year 4	• Review and further develop the work of the previous three years • Evaluate curriculum units and scope and sequence documents • Evaluate school's planning documents (unit planners), for consistency P-6 • Embed & review the use of writing framework (6+ 1 Traits) and moderated samples • Actively respond to new opportunities and initiatives as they emerge	• Initiatives and actions from Year 2 & 3 have been expanded and embedded • All teams regularly evaluate and update scope and sequence documents as required - continue to include Inquiry & specialists • All teams are using scope and sequence to plan effective units of work – units of work routinely reflect increased student voice • All teachers P-6 are using writing framework confidently & consistently with evidence in planning and curriculum documents

ENGAGEMENT	
KEY IMPROVEMENT STRATEGY	*1. Promote a positive school climate to empower students, building engagement, school pride and a culture of inclusion*

Year 1	ACTIONS	SUCCESS CRITERIA
	- Form an engagement team - Develop a role statement and action plan for engagement team - Develop an engagement policy - Revisit the school values - Inform the parent community of student engagement initiatives - - Explore possibilities of an Indonesian study tour - Explore options for a Kitchen garden program – staffing needs, resources - Explore options for Indonesian study tour – parent feedback on the proposal, sister school options	- Student Engagement Team meets regularly to ensure there is a common direction for student and staff engagement initiatives across the school - Engagement team action plan in place - Role statement developed - Staff are familiar with the Student Engagement Policy and implement consistent student practices - School values have been evaluated and are evident across the school - Parent information sessions have been regularly scheduled - Indonesian Study tour ideas have been explored, and plans underway for tour in 2017 – Parent information session held, sister school options explored - Kitchen garden program ideas have been explored
	- Provide PL to assist teachers to plan, implement and review rigorous, open-ended and rich learning tasks - Provide professional learning for teachers to build upon their repertoire of instructional strategies (independent learning, visible thinking/ metacognitive skills) - Provide coaching and mentoring to assist teachers to plan new approaches to teaching and learning, such as; Inquiry Based Learning, Cultures of Thinking, Dialogic Pedagogy - Explore a range of initiatives which cater for the social, emotional, physical and cognitive needs of all students ie *Resilient Youth initiative*	- All teachers have participated in professional learning - All teachers are beginning to routinely include open-ended and rich learning tasks into planning - Teachers planning reflects use of an expanded repertoire of instructional practices - A range of initiatives that cater for the social, emotional, physical and cognitive needs of all students have been explored
Year 2	- Review role statement and action plan for engagement team - Review engagement policy – as needed - Continue to inform the parent community of any new student engagement initiatives - Introduce a Kitchen garden program – Allocate a staff person and resources - Plan 2017 Indonesian study tour Term 4 – Plan a parent information session (Term 1), investigate tour options and risk analysis	- Student Engagement Team continues to meet regularly to ensure there is a common direction for student and staff engagement initiatives across the school - Engagement team action plan and role statement has been reviewed - Student Engagement Policy is consistently referred to and implemented - Parent information sessions have been regularly scheduled and include any new engagement initiatives aligned with the school priorities - Teacher performance plans reflect an increased focus on engagement strategies - Kitchen garden program established – review implementation - Indonesian study tour completed Term 4 – Review - Relationship with Indonesian sister school established
	- Continue to provide PL to assist teachers to plan, implement and review rigorous, open-ended and rich learning tasks - Continue to provide professional learning for teachers to build upon their repertoire of instructional strategies (independent learning, visible thinking/ metacognitive skills) - Provide coaching and mentoring to assist teachers to plan new approaches to teaching and learning, such as; Inquiry Based Learning, Cultures of Thinking, - Support teachers to deepen their understanding of personalised learning - Continue to implement identified programs which cater for the social, emotional, physical and cognitive needs of all students	- Teachers have participated in PL professional learning to deepen their understanding of open-ended & rich learning tasks, instructional practices, new approaches to teaching & learning and personalised learning - Programs that cater for the social, emotional, physical and cognitive needs of all students have been successfully implemented
Year 3	- Review and further develop the work of the previous two years - Provide professional learning for teachers to build upon their repertoire of instructional	- Initiatives and actions from Year 2 have been expanded and embedded - All teams have participated in further professional learning, mentoring and coaching

	strategies (independent learning, visible thinking/ metacognitive skills, Speaking & Listening) • Actively respond to new opportunities and initiatives in eLearning as they emerge • Continue with Kitchen garden program – build on model from 2017 • Review 2017 Indonesian study tour – Feedback from parents, staff and students • Establish further links and relationships with Indonesian sister school	around student engagement as the need arises • Staff and students demonstrate the use of engagement strategies & initiatives in their daily teaching and learning practices • Reporting against the Victorian Curriculum reflects an increase in the percentage of students achieving at or above the NMS for Speaking & Listening • Teacher performance plans continue to reflect an increased focus on engagement strategies • Kitchen garden program well established - Review each year • Continued relationship with Indonesian sister school established • Review of Indonesian study tour completed – begin planning for future study tour in 2019
Year 4	• Review and further develop the work of the previous three years • Review sustainable student engagement programs & initiatives • Actively respond to new opportunities and initiatives as they emerge • Continue with Kitchen garden program – build on model from 2017 & 2018 • Plan 2019 Indonesian study tour Term 4 – Plan a parent information session (Term 1), investigate tour options, sister school and risk analysis • Establish further links and relationships with Indonesian sister school	• Initiatives and actions from Year 2&3 have been expanded and embedded • All teams have participated in professional learning, mentoring and coaching around student engagement as the need arises • Staff and students routinely & confidently demonstrate the use of engagement strategies & initiatives in their daily teaching and learning practices Teacher performance plans continue to reflect an increased focus on engagement strategies • Kitchen garden program well established –Review program • Continued relationship with Indonesian sister school established • Indonesian study tour completed Term 4 - Review

ENGAGEMENT	

KEY IMPROVEMENT STRATEGY	*2. Maximise the potential of digital technologies to improve learning and engagement*

Year 1	ACTIONS	SUCCESS CRITERIA
	• Build a shared consistent understanding of current, research based sustainable digital technologies to foster student engagement in learning • Appoint a digital technologies leader - Develop role statement and action plan • Develop a digital technology policy	• Digital Technology policy reflects current research based understanding of digital technologies • The school community has increased access to technology for communication, collaboration & creation • Role statement and action plan for Digital technology leader in place • Digital technology policy has been created
	• Provide professional learning and support for staff to develop expertise in eLearning practices • Increase opportunities for students to develop expertise in eLearning practices (to make learning visible)	• All staff have participated in professional learning around digital technologies • Staff and students routinely use eLearning in their daily teaching and learning practices • Teacher performance plans reflect use of Learning strategies
Year 2	• Actively respond to new opportunities and initiatives in eLearning as they emerge • Continue to build a shared consistent understanding of current, research based sustainable digital technologies to foster student engagement in learning • Review role statement and action plan for digital technologies leader • Review and continue to expand digital technology policy	• The school community has increased access to technology for communication, collaboration & creation • Role statement and action plan for Digital technology leader has been reviewed • Digital technology policy has been reviewed & expanded
	• Continue to build teacher and student expertise in eLearning practices • Continue to increase opportunities to use eLearning for student voice – Students regularly set goals for their learning	• All teams have participated in further professional learning, mentoring and coaching around eLearning as the need arises • Staff and students routinely and confidently use an increasing toolbox of eLearning initiatives in their daily teaching and learning practices • Teacher performance plans reflect use of eLearning strategies
Year 3	• Review and further develop the work of the previous two years • Continue to build teacher and student expertise in eLearning practices • Continue to increase opportunities to use eLearning for student voice – Students regularly set goals for their learning • Actively respond to new opportunities and initiatives in eLearning as they emerge	• Initiatives and actions from Year 2 have been expanded and embedded • All teams have participated in professional learning, mentoring and coaching around eLearning as the need arises • Staff and students demonstrate extended use of eLearning initiatives in their daily teaching and learning practices • Teacher performance plans reflect use of eLearning strategies
Year 4	• Review and further develop the work of the previous three years • Review sustainable technology practices • Actively respond to new opportunities and initiatives as they emerge	• Initiatives and actions from Year 2&3 have been expanded and embedded • All teams have participated in professional learning, mentoring and coaching around eLearning as the need arises • Staff and students routinely and confidently demonstrate extended use of eLearning initiatives in their daily teaching and learning practices • Teacher performance plans reflect increasing use of eLearning strategies

WELLBEING	

KEY IMPROVEMENT STRATEGY	1. *Build a collegiate, professional and supportive working culture that builds distributive leadership & deepens the capacity of all staff to have a shared collective responsibility for improving student achievements*

		ACTIONS	**SUCCESS CRITERIA**
Year 1		• Build teacher capacity through focussed professional learning teams that link learning across the whole school based on Victorian curriculum • Develop staff understanding of working in professional learning teams (PLT's) - develop agreed approaches and protocols for PLT's • Develop a role statement and action plan for PLT leaders • Develop leadership capacity of PLT leaders – access professional learning for PLT leaders • Revise meeting structures to effectively run PLT's • Use PLT foci to link P&D culture to the school vision • Ensure effective PLT meetings that focus on engaging students in their learning and the identification of students with extension or intervention needs • Build distributive leadership across teams and Professional Learning Teams	• All staff have been part of professional learning to ensure a common understanding of working in PLT's • Role statements and action plan in place for PLT leaders • Restructured professional learning practices to create new Professional Learning Teams (PLT's) to ensure protocols are in place- PLT learning logs • Revised meetings schedule in place to drive effective whole school planning • Leadership team meet regularly with PLT leaders • PLT's meet regularly with evidence of triangulation of data, tracking student growth, professional reflection and changes to planning
		• Improve staff role clarity to develop consistency of understandings & practice • Develop an induction process for all new & returning staff on school protocols and practices at the beginning of the year • Develop a staff handbook outlining common practices and expectations across the school in all areas	• Induction processes & protocols for new and returning staff in place • All staff have assisted in the development of a staff handbook • Staff handbook reflects clear roles for all school roles & is available for all staff - Review in Term 4
Year 2		• Continue to develop leadership capacity of PLT leaders – access professional learning for PLT leaders (differentiated as needed) • Continue to ensure effective PLT meetings that focus on engaging students in their learning and the identification of students with extension or intervention needs • Continue to use PLT foci to link P&D culture to the school vision • Build the capacity of teachers through improved feedback mechanisms, such *as Evidence Based Professional Learning Cycle (Timperley)*, with a focus on an area of professional learning	• PLT's working in such a way that they are positively impacting on student achievement and are continually building teacher capacity • PLT's use agreed protocols and practices each time they meet • Review PLT meeting schedule to drive effective whole school planning • All teachers take part in regular feedback mechanisms such as; *Evidence Based Professional Learning Cycle (Timperley),* for both Literacy and Numeracy – Link to P&D plans • Review role statements and action plans for PLT's • Leadership team meet regularly with PLT leaders • Staff promoting the sharing of best practice based on current research
		• Continue to review staff roles to ensure clarity & to develop consistency • Review & update induction process for all new and returning staff on school protocols and practices at the beginning of the year • Review staff handbook to reflect any necessary changes	• Induction processes & protocols for new and returning staff reviewed & updated • All staff have assisted in the review of staff handbook • Staff handbook reviewed & updated to reflect changes and amendments as required
Year 3		• Review and further develop the work of the previous two years • Continue to build the capacity of teachers through improved feedback mechanisms, such *as Evidence Based Professional Learning Cycle (Timperley),* with a focus on an area of professional learning • Actively respond to new opportunities and initiatives as they emerge	• Initiatives and actions from Year 2 have been expanded and embedded • PLT's are working in such a way that they positively impact on student learning outcomes and that they continually build teacher capacity. • Staff routinely and confidently use data to develop and implement learning tasks or experiences that will meet the needs of individual students • School staffing structures meet the needs of all children and support the provision of well-established coaching and teacher capacity building initiatives

		• Review and update Staff handbook as needed- All new staff receive induction and a staff handbook
Year 4	▪ Review and further develop the work of the previous three years ▪ Actively respond to new opportunities and initiatives as they emerge	• Initiatives and actions from Year 2 & 3 have been expanded and embedded • Staff demonstrate a deep understanding of the key characteristics of effective Literacy and Numeracy best practice • Staff routinely and confidently use data to inform teaching and support student learning • Review and update Staff handbook as needed • All new staff receive induction and a staff handbook

WELLBEING	
KEY IMPROVEMENT STRATEGY	**2. *Develop a strategic and coordinated approach to foster a supportive and vibrant school community***

Year 1	ACTIONS	SUCCESS CRITERIA
	• Form a wellbeing team - Develop a role statement and action plan for wellbeing team • Develop a wellbeing policy - Revisit the school values • Establish and embed a common language in relation to student wellbeing and revisit student management practices to ensure consistency in application – Implement school wide positive behaviours (SWPB) • Provide professional learning for staff around school wide positive behaviours (SWPB) • Develop SWPB matrix of expected behaviours developed in consultation with staff, students and the parent community • Include protocols, procedures and expectations for social & emotional wellbeing in staff handbook • Review and evaluate ILP process - Develop a consistent approach • Review SSG process	• Student Wellbeing Team meets regularly to ensure there is a common direction for student and staff wellbeing initiatives across the school • Wellbeing team action plan in place - Role statement developed • Staff are familiar with the Student Wellbeing Policy and implement consistent student management practices - School values have been evaluated and are evident across the school • All staff consistently using *school wide positive behaviours* (SWPB) practices - (school agreements, 3 step telling, tick & dot chart) • SWPB matrix of expected behaviours developed in consultation with staff, students and the parent community – Include in staff handbook for 2017 • A common process to document student welfare and behaviour issues is in place • Evidence of school values in planning documents • Student wellbeing is regularly addressed in various meetings of staff
	• Expand and strengthen the role of student leadership, mentoring and buddy programs – develop role statements and action plans • Support students to become resilient and independent learners • Continue to support and increase lunchtime and after school programs • Introduce house system (student leadership) – to build a culture of inclusion and increase the capacity of student leaders through cross age relationships	• Student leadership regularly taking an active role in the school - including in decision making for lunchtime activities • Clearly defined roles for Student leadership body and student leaders with increased student voice opportunities in place • House system is in place and is used as a forum for developing student leadership and a culture of inclusion
	• Improve effective communication with the wider school community through the use of digital technologies (*website, Compass, social media*)	• Improved communication to school community through the use of digital technologies (*website, Compass, social media*)
	• Foster staff wellbeing through implementation of positive psychology strategies and ongoing professional learning • Develop protocols for building capacity across the school such as; leadership that is shared and building teacher efficacy	• All staff have participated in professional learning in a range of wellbeing initiatives • Protocols for building capacity across the school such as; leadership that is shared and building teacher efficacy have begun to be developed
Year 2	• Review role statement and action plan for wellbeing team • Review wellbeing policy – Embed the school values • Continue to embed a common language in relation to student wellbeing and embed student management practices to ensure consistency in application – Continue to consistently implement school wide positive behaviours (SWPB) • Continue to provide next level of professional learning for staff, around school wide positive behaviours (SWPB) • Review protocols, procedures and expectations for social & emotional wellbeing in staff handbook • Embed a consistent approach for the ILP process • Ensure protocols are in place for SSG process	• Student Wellbeing Team meets regularly to ensure there is a common direction for student and staff wellbeing initiatives across the school • Wellbeing team action plan and role statement reviewed • Student Wellbeing Policy is consistently implemented for student management practices - School values are reflected in planning documents and lessons, and are evident across the school • All staff consistently and confidently using *school wide positive behaviours* (SWPB) practices - (school agreements, 3 step telling, tick & dot chart) • Process to document student welfare and behaviour issues is routinely used • All staff understand and address the importance of our students having a high level of wellbeing as an essential foundation to learning - Support is provided to families and children as required
	• Continue to expand and strengthen the role of student leadership, mentoring and buddy programs – review role statements and action plans • Continue to support students to become resilient and independent learners	• Student leadership routinely taking an active role in the school - including decision making for lunchtime activities • House system is regularly used in a variety of ways as a forum for developing student

	• Continue to support and increase lunchtime and after school programs • Build and expand the house system (student leadership) – to build a culture of inclusion and increase the capacity of student leaders through cross age relationships	leadership and a culture of inclusion
	• Continue to explore ways to effectively communicate with the wider school community through the use of digital technologies (*website, Compass, social media*)	• Routine use of eLearning for communication with the school community • Parents increasingly use digital technologies to access information about student learning and school programs and initiatives
	• Continue to foster staff wellbeing through implementation of positive psychology strategies and ongoing professional learning • Continue to provide professional learning for middle level leadership positions to develop staff capacity • Continue to develop protocols for building capacity across the school such as; leadership that is shared and building teacher efficacy	• All staff have participated in further professional learning (as identified), in a range of wellbeing initiatives • School leaders have participated in leadership development course as identified • Protocols for building capacity across the school such as; leadership that is shared and building teacher efficacy have continued to be developed
Year 3	▪ Review and further develop the work of the previous two years • Continue to embed a common language in relation to student wellbeing and revisit student management practices to ensure consistency in application – School wide positive behaviours (SWPB) –Induct any new staff • Review and update role statement and action plan for Wellbeing Team (as needed) ▪ Plan further professional learning for staff focusing attention and discussion on student wellbeing as required ▪ Continue to review data related to student wellbeing ▪ Actively respond to new opportunities and initiatives as they emerge	• Initiatives and actions from Year 2 have been expanded and embedded • External support is enlisted as required • Teachers use multiple sources of data and information gained from the Student Forums/ surveys to guide positive changes in wellbeing • Student engagement and wellbeing is regularly addressed in various meetings of staff • Role statement and action plan for Wellbeing team updated (as needed) • All staff understand and address the importance of our students having a high level of wellbeing as an essential foundation to learning - Support is provided to families and children as required.
	• Continue to expand and strengthen the role of student leadership, mentoring and buddy programs – review role statements and action plans • Continue to support students to become resilient and independent learners • Continue to support and increase lunchtime and after school programs and explore further options to encourage student voice • Build and expand the house system (student leadership) – to build a culture of inclusion and increase the capacity of student leaders through cross age relationships	• Student leadership routinely taking an active role in the school - including decision making for lunchtime activities
	• Embed the use of effective communication strategies with the wider school community through the use of digital technologies (*website, Compass, social media*) • Support staff to regularly contribute to digital communication forums such as; *email, blogs, web pages, social media*	• Staff routinely and confidently use eLearning for communication with the school community • Parents routinely use digital technologies to access information about student learning and school programs and initiatives
	• Continue to foster staff wellbeing through implementation of positive psychology strategies and ongoing professional learning • Continue to provide professional learning for middle level leadership positions to develop staff capacity • Embed the protocols for building capacity across the school such as; leadership that is shared and building teacher efficacy	• All staff have participated in further professional learning (as identified), in a range of wellbeing initiatives • School leaders have participated in further leadership development courses as identified • Protocols for building capacity across the school such as; leadership that is shared and building teacher efficacy are routinely adhered to
Year 4	▪ Review and further develop the work of the previous three years • Review wellbeing programs • Review and update role statement and action plan for Wellbeing Team as needed	• Initiatives and actions from Year 2&3 have been expanded and embedded • All staff understand and address the importance of our students having a high level of wellbeing as an essential foundation to learning

• Survey staff to identify further professional learning for staff & student wellbeing ▪ Review data related to student wellbeing ▪ Actively respond to new opportunities and initiatives as they emerge	• Various student wellbeing strategies are in place and the support of regional/network staff and external agencies is used as deemed necessary
▪ Review and further develop the work of the previous three years • Review & evaluate student leadership programs ▪ Actively respond to new opportunities and initiatives as they emerge	• Student leadership program reviewed
• Continue to embed the use of effective communication strategies with the wider school community through the use of digital technologies (*website, Compass, social media*) • Continue to support staff to regularly contribute to digital communication forums such as; *email, blogs, web pages, social media* • Review the effectiveness of communication with the school community	• Staff routinely and confidently use eLearning for communication with the school community • Parents routinely and confidently use digital technologies to access information about student learning and school programs and initiatives
• Review staff wellbeing initiatives – conduct staff surveys • Continue to provide professional learning for middle level leadership positions to develop staff capacity (as needed) • Review the protocols for building capacity across the school such as; leadership that is shared and building teacher efficacy	• All staff have participated in further professional learning (as identified), in a range of wellbeing initiatives • School leaders have participated in further leadership development courses (as needed) • Protocols for building capacity across the school such as; leadership that is shared and building teacher efficacy have been reviewed

PRODUCTIVITY		
KEY IMPROVEMENT STRATEGY NOTE: Actions in Achievement, Engagement and Wellbeing will impact on school resources budgeting & productivity	1. ***Ensure physical and human resources are used with the best possible effect and in the best possible combination to support improved student outcomes and achieve set goals and targets in Literacy, Numeracy, Wellbeing and Engagement –***	
	ACTIONS	**SUCCESS CRITERIA**
Year 1	• Provide a sustainable budget to build and deepen the capacity of all leaders and teachers in effective teaching and learning	• A sustainable succession plan has been established for all targeted areas – All staff have participated in budget review and recommendation processes in alignment with SSP and AIP • Budgets reflect the purchase of new effective resources to support PL, teaching and learning
	• Examine current class and teaching structures to ensure a sustainable and equitable plan for the future which supports the philosophy of the school	• School staffing is structured in such a way that provision is made for teaching and learning that best meets the needs of all students
	• Provide additional resources to support the programs of the school • Provide support for intervention programs • Provide expertise through professional learning and coaching to strengthen leadership, pedagogy, content knowledge and to assist with curriculum documentation • Enter into partnership with Melbourne University – Establish EPS as a base school for pre-service teachers in M-Teach program	• All teachers are effectively using resources to support planning and develop teacher knowledge and skills • Maintain and expand current intervention programs to meet students' individual needs • Ensure a sustainable budget is maintained to provide appropriate professional learning for identified school priorities • Partnership with Melb Uni established – shared knowledge, skills & practice between M-Teach candidates, Melb Uni academics, EPS staff – Review for 2017
	• Develop a sustainable budget to update eLearning infrastructure and hardware as needed (See priorities in Engagement KIS #2)	• Budgets reflect the sustainable purchase of eLearning infrastructure and hardware to support PL, teaching and learning
Year 2	▪ Continue to provide a sustainable budget to build and deepen the capacity of all leaders and teachers in effective teaching and learning	• Initiatives and actions from Year 1 have been expanded and embedded • School finances are in surplus • Budget review and recommendation processes are in alignment with SSP and AIP
	• Continue to examine and review current class and teaching structures to ensure a sustainable and equitable plan for the future	• School staffing is structured in such a way that provision is made for teaching and learning that meets the needs of all students • A sustainable succession plan has been maintained for all targeted areas
	• Maintain budget to support the purchase of new resources, professional learning, and external consultants - as needed • Explore ways to develop partnerships with community & corporate groups (where applicable) • Continue partnership with Melbourne University – Continue to use EPS as base school for pre-service teachers in M-Teach program	• Maintain current programs and further expand programs to meet students' individual needs • Budgets reflect the purchase of new effective resources to support PL, teaching and learning • Possible community and corporate partnerships options have been explored • Partnership with Melb Uni continued – shared knowledge, skills & practice between M-Teach candidates, Melb Uni academics, EPS staff – Review for 2018
	• Continue to maintain a sustainable budget to update eLearning infrastructure and hardware as needed (See priorities in Engagement KIS #2) ▪ Actively respond to new opportunities and initiatives as they emerge	• Budgets reflect the sustainable purchase of eLearning infrastructure and hardware to support PL, teaching and learning
Year 3	▪ Review and further develop the work of the previous two years	• Initiatives and actions from Year 2 have been expanded and embedded

	▪ Actively respond to new opportunities and initiatives as they emerge ▪ Continue and expand partnership with Melbourne University – Continue to use EPS as base school for pre-service teachers in M-Teach program	• Partnership with Melb Uni continued – shared knowledge, skills & practice between M-Teach candidates, Melb Uni academics, EPS staff – Review for 2019
Year 4	• Review and further develop the work of the previous three years • Continue and expand partnership with Melbourne University – Continue to use EPS as base school for pre-service teachers in M-Teach program • Evaluate all programs and achievements from all 3 target areas - Achievement, Engagement and Wellbeing in Years 1-3 of the strategic period - Develop School Self-Evaluation in readiness for school review process	• Initiatives and actions from Year 2&3 have been expanded and embedded • Partnership with Melb Uni continued – shared knowledge, skills & practice between M-Teach candidates, Melb Uni academics, EPS staff – Review for 2020 • School self-evaluation completed