

Elsternwick Primary School Strategic Plan 2018-2021

Endorsement Principal: Michael Portaro <i>[Signature]</i> School council: Mark Maskiell <i>[Signature]</i> Delegate of the Secretary:	13.12.17 13.12.17	Re-Endorsement (if a Goal, KIS or Target is changed)[name][date][name][date]	Re-endorsement (if a Goal, KIS or Target is changed)[name][date][name][date]
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School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Elsternwick Primary School (EPS) students are empowered to be independent, critical thinking and collaborative learners. Their growth mindset fosters curiosity, and their confidence motivates them to thrive and succeed.</p> <p>The learning environment created by caring, dedicated and diligent staff cultivates an atmosphere where students feel safe, valued and included, supported in achieving academic success, while developing a positive sense of wellbeing and school pride.</p>	<p>The school values of Respect, Responsibility, Personal Excellence and Curiosity are central to and embedded in the School Vision. They guide teachers and students by providing the framework and expectations for the way we act, learn and interact at EPS.</p> <p>The school values are supported by the following shared understandings:</p> <p>Respect: Treat others as you would like them to treat you.</p> <p>Responsibility: Act safely, be a partner in your learning and care for each other and our school.</p> <p>Personal Excellence: Try your best in your learning, behaviour and friendships.</p> <p>Curiosity: Develop a growth mindset, take a risk; explore your wonderings and desire to learn about your world.</p>	<p>The EPS population reflects the characteristics of the Brighton and neighbouring communities with their diversity of socio-economic and cultural backgrounds.</p> <p>Our wellbeing approach uses positive relationships as the basis for forming effective classroom learning environments and the principles of restorative justice to support student development.</p> <p>Elsternwick Primary School places its focus on teaching and learning, effective instruction and professional leadership. We know that improvement in teachers' instructional capacity is at the heart of improvement in student learning.</p> <p>Trend patterns in the NAPLAN Year 3 to 5 Relative Growth performance indicator for the three cohorts examined were:</p> <ul style="list-style-type: none"> decreasing percentages of students making high relative gain to below the targeted state twenty-five per cent benchmark growth increasing percentages of students making medium relative gain to above the targeted state fifty per cent benchmark growth increasing percentages of students making low relative gain to above the targeted state twenty-five per cent benchmark growth. 	<p>Intent:</p> <ul style="list-style-type: none"> To work collaboratively to embed high impact teaching strategies across an instructional model. To increase the percentages of students achieving high relative growth and decrease percentages of students achieving low relative growth in NAPLAN. For all students to achieve at least 12 months learning growth each year in all curriculum areas. <p>Rationale:</p> <ul style="list-style-type: none"> By building consistent practice through the whole school instructional model, (incorporating high impact teaching strategies), we believe student outcomes will improve. <p>Focus:</p> <p>Excellence In Teaching and Learning</p> <ul style="list-style-type: none"> Building Practice Excellence, Curriculum Planning & Assessment, evidenced based High Impact Strategies and Evaluating Impact of teacher practice of Learning. <p>Intent:</p> <ul style="list-style-type: none"> To provide an environment where students are supported to be curious, creative and critical thinkers whose voice is clear and valued. To provide an environment where students feel safe, valued and respected as members of our school community. <p>Rationale:</p> <ul style="list-style-type: none"> If a positive and collaborative climate for learning that includes all staff, students, parents and community is built, together with a clearly articulated and shared vision, then student achievement, engagement and wellbeing will be enhanced. <p>Focus:</p> <p>Positive Climate for Learning/Vision, Values & Cultures</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>STUDENT ACHIEVEMENT</p> <p>Students will achieve continuous learning growth in literacy and numeracy.</p>	<p>Curriculum Planning & Assessment</p> <p>Evidence Based High Impact Teaching Strategies</p> <p>Evaluating impact of teacher practice on learning</p> <p>Building Practice Excellence</p>	<p>1. Develop and embed an evidence based instructional approach to teaching and learning.</p> <p>The agreed school wide instructional model supports teachers to build their capacity for continued improvement in current knowledge and application of high impact teaching strategies. High expectations for learning to be strengthened through student growth and self-regulation.</p> <p>This will be driven by the following strategic actions over the four years:</p> <ul style="list-style-type: none"> • Embed Targeted Teaching program across the school (focus on numeracy and literacy) • Develop a documented curriculum with clearly identified and understood essential learnings. • Build the data literacy and practices of every teacher • Build staff capacity to evaluate and identify effective teaching strategies. 	<p>For all students at Elsternwick Primary School to achieve at least 12 months learning growth each year for all curriculum areas, according to teacher judgements, by the end of the 2018-2021 School Strategic Plan.</p> <p>To increase the percentage of students achieving high learning growth and decrease the percentage of students achieving low learning growth from Year 3 to Year 5 and Year 5 to 7 as measured by NAPLAN, by the end of the 2018-2021 School Strategic Plan to be equal to, above or well above similar schools.</p> <p>To increase the amount of Elsternwick Primary School year three students in bands five and six, and year five students in bands seven and eight for all domains of NAPLAN by the end of the 2018-2021 School Strategic Plan.</p> <p>For Elsternwick Primary School's five year trend data in NAPLAN to indicate ongoing growth by the end of the 2018-2021 School Strategic Plan in line with similar schools.</p>
<p>ENGAGEMENT</p> <p>Students will be curious, creative and critical thinkers who have agency over their learning and experiences.</p>	<p>Empowering Students and Building School Pride</p>	<p>Key Improvement Strategies:</p> <p>1. Development of growth mindsets in students through empowering students to be curious and critical thinkers and incorporating the learner assets across all areas of the curriculum</p> <p>This will be driven by the following strategic actions over the four years:</p> <ul style="list-style-type: none"> • student voice • Productive teacher-student relationships. • feedback from all members of the school community, • inquiry-based learning experiences 	<p>Targets:</p> <p>To improve results in the Attitudes to School Survey, specifically a quartile growth in differentiated learning challenges, student voice, and agency. To attain a greater positive response in the Attitudes to School Survey from boys Years 4 - 6.</p> <p>To develop a whole-school consistent approach to the inquiry taxonomy assessment, and to develop teacher competence in assessing inquiry-driven learning domains.</p> <p>For a higher percentage of students to be achieving above the expected level in demonstrating the skills and dispositions developed through inquiry-driven learning areas.</p>
<p>WELLBEING</p> <p>Students, staff and parents/carers will feel safe, valued and respected as members of our school community.</p>	<p>Positive Climate for Learning</p> <p>Health and Wellbeing</p> <p>Setting Expectations</p> <p>Promoting Inclusion</p> <p>Self Awareness</p>	<p>Key Improvement Strategies:</p> <p>1. To strengthen the social and emotional wellbeing of students and staff by having a whole school approach to health, wellbeing and behaviour management.</p> <p>This will be driven by the following strategic actions over the four years:</p> <ul style="list-style-type: none"> • Whole school curriculum plan to ensure that social and emotional health are taught explicitly, • Engage with a variety of community organisations and stakeholders 	<p>Targets:</p> <p>To become an accredited KidsMatter and Respectful Relationships School.</p> <p>To improve staff satisfaction survey ratings.</p> <p>To improve results in the Attitudes to School Survey, specifically a quartile growth in students' sense of connectedness, inclusion, advocacy at school, and respect for diversity, and a quartile reduction in experiencing bullying.</p>