

School Strategic Plan 2021-2025

Elsternwick Primary School (2870)



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School vision	Elsternwick Primary School (EPS) is dedicated to providing a safe, supportive environment which has high expectations for our students' academic progress, engagement to our community and overall wellbeing.
School values	<p>Everything that we do is centred around our vision, striving for and achieving more than the expected.</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: We collaborate, communicate and encourage each other. We develop an appreciation of our own self-worth and that of others.</p> <p>Responsibility: We are self-managers. We develop our capabilities as leaders and as valuable members of our community.</p> <p>Personal Excellence: We embrace positive thinking and agency, as we set and strive to achieve our personal learning goals.</p> <p>Curiosity: We ask questions, reflect on our theories and think critically and creatively, as we inquire into the world in which we live.</p>
Context challenges	<p>EPS is located in the suburb of Brighton, ten kilometres south-east of Melbourne's Central Business District and caters to a diversity of socio-economic and cultural backgrounds. Our school was established in 1888 and enrolled 470 students at the commencement of 2022.</p> <p>With an Student Family Occupation Education (SFOE) index of 0.07 in 2022, we have immense potential in our students and community for outstanding achievement and learning growth. We can develop greater clarity and understanding of how student agency and voice can be maximised to empower our students in their learning. Further work developing consistently high expectations to improve instructional practice and student outcomes will have significant impact on our high ability groups and student outcomes overall.</p> <p>Our Nationally Consistent Collection of Data (NCCD) data for 2021 has identified 45% of students as requiring varying levels of adjustment. There are small percentages of students funded through the Program for Students with Disabilities (PSD) and the Marrung Aboriginal Education Plan. These students are currently provided with adjustments to support their needs through: Reading</p>

	<p>Intervention Program, Tutor Learning Initiative, Individual Education Plans, Behaviour Support Plans, Student Support Group Meetings, Social Skills Programs (such as Lego Therapy and Friends for Life) Wellbeing Check-ins, Safety Plans, Early Bird Readers Program, Occupational Therapy Handwriting Program, Student Snapshots and the Story Dogs Reading Initiative.</p> <p>Student wellbeing is a strength of the school and consistent behaviour management strategies are in place as we lead the way on implementing the whole-school approach to Respectful Relationships.</p> <p>The school is moving towards developing a Professional Learning Community (PLC) model to build a culture of shared responsibility for student data and performance. Consolidation and consistency of practice and expanding and deepening of data literacy of all staff to differentiate learning is a focus for the school. Our belief is that all students can learn to a high level and it is our responsibility to ensure this happens in a safe and supportive environment.</p>
<p>Intent, rationale and focus</p>	<p>The School Review Panel recommended the following key directions be included in the next School Strategic Plan:</p> <p>* Continuous growth in student achievement *</p> <p>The Panel agreed that continually improving the learning growth of all students would be a major focus for the next strategic plan. It decided that the school would measure the progress of this goal in student learning growth in NAPLAN benchmark growth, teacher judgements of student achievement and student perceptions of their learning.</p> <p>* Student ownership in learning *</p> <p>The Panel agreed that a focus on students taking responsibility and ownership of their learning would improve student achievement and engagement. It was also agreed that after considering the feedback in fieldwork from students and teachers that increasing student ownership of their learning would be a key goal to ensure students continue to have positive and enriching learning experiences. To measure this goal the targets would focus on improving teaching and student learning.</p> <p>* Student engagement and wellbeing *</p> <p>The Panel agreed that embedding its approach to strengthen the engagement and wellbeing of all students would ensure students are heard, understood and empowered. The school would continue to focus on educating the whole child to feel safe, valued and respected. The intent of this goal is aligned with the school's vision and values.</p> <p>Over the next 4 years the school will focus on building a culture of shared responsibility for student performance and improvement. The priority of the leadership team is in organising the school to work as a PLC. Staff will work collaboratively to build trust and confidence between colleagues and support each other's professional growth. The first year of the strategic plan is to embed the new structure and process that support student learning as guided by the PLC approach. The ground work will be set in terms of developing growth targets, collaborative working protocols in PLC's, consistent documentation and whole school expectations. Over the course of the strategic plan staff will develop the understanding of working in a truly collaborative manner and take responsibility</p>

of all students both academically and behaviourally. School leaders will assist teachers to unpack high impact/yield teaching strategies and differentiate lessons to cater for all students at their point of need. Continual refinement and implementation of effective leadership and decision making structures will strengthen the collective accountability of staff and student improvement and ensure an ongoing cycle of improvement.

Student voice, agency and leadership will continue to be a focus for EPS, with an initial focus on defining what student agency looks like across the school. Our students are eager to be 'heard, understood and empowered' by pursuing their interests which teachers will continue to ensure. To achieve this we will focus on building teacher capacity to empower students to take responsibility for their own learning growth, actively contribute to the design and implementation of school programs and learning opportunities and strengthen the partnership between staff, students and parents/carers to create a shared responsibility for student learning. We will continue to focus on systematically using assessment strategies and employing measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities. This will drive the prioritisation, development, and implementation of actions dedicated to; advocating that all students will achieve more than a year's growth and they feel safe, valued and respected.

Over the five years, we have invested heavily in the professional learning of our staff, including the development of a student centred instructional model, implementing the PLC approach and targeting school based professional development. This will continue to be a priority for EPS, ensuring that as we induct new staff into our school we are able to maintain consistency and further develop our depth of practice.

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Goal 1	Every student achieves continuous learning growth.
Target 1.1	By 2025 increase the percentage of students achieving above NAPLAN benchmark growth in: <ul style="list-style-type: none">• reading from 24% (2021) to 30%• writing from 26% (2021) to 30%• numeracy from 22% (2021) to 27%• spelling from 15% (2021) to 25%.
Target 1.2	Teacher Judgements By 2025 increase the percentage mean of students in Years 1-6 achieving at or above expected growth in: <ul style="list-style-type: none">• reading and viewing from 80% (2017 to 2020) to 85%• writing from 82% (2017 to 2020) to 85%• number and algebra from 82% (2017 to 2020) to 85%.
Target 1.3	School Staff Survey By 2025 increase the percentage of positive responses in the School Staff Survey in the Climate module of:

	<ul style="list-style-type: none"> • Academic emphasis from 73% (2020) to 75% • Teacher collaboration from 72% (2020) to 75%.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Embed a whole school culture of high expectations, accountability and continuous improvement through a Professional Learning Community.
Key Improvement Strategy 1.b Evaluating impact on learning	Build the data literacy of teachers and students to evaluate the impact of teaching on learning.
Key Improvement Strategy 1.c Building practice excellence	Build teacher capability to evaluate and plan for differentiated, adaptive, student-centred learning.
Goal 2	Empower students to be active agents in their learning.
Target 2.1	By 2025 increase the percentages of positive student responses to the following factors: <ul style="list-style-type: none"> • Differentiated learning challenge from 82% (2021) to 85% • Stimulated learning from 78% (2021) to 82% • Effective teaching time from 82% (2021) to 85%.
Target 2.2	Teacher Judgements By 2025 increase the percentage mean of students in Years 1-6 achieving at or above expected growth in: <ul style="list-style-type: none"> • reading and viewing from 80% (2017 to 2020) to 85% • writing from 82% (2017 to 2020) to 85%

	<ul style="list-style-type: none"> • number and algebra from 82% (2017 to 2020) to 85%.
Target 2.3	<p>Parent Opinion Survey</p> <p>By 2025 increase the percentages of positive parent/carer responses to the following factors:</p> <ul style="list-style-type: none"> • Student motivation and support 80% (2020) 82% • Stimulating learning environment 79% (2020) to 82% • Effective teaching 77% (2020) to 80% • Student agency and voice 80% (2020) to 82%.
Key Improvement Strategy 2.a Empowering students and building school pride	Build student capacity to identify, track and measure their own learning goals and growth.
Key Improvement Strategy 2.b Empowering students and building school pride	Develop agency through a focus on feedback.
Goal 3	Strengthen the engagement and wellbeing of all students
Target 3.1	<p>Attitudes to School Survey</p> <p>By 2025 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • Sense of connectedness 79% (2021) to 82% • Sense of inclusion 87% (2021) to 90% • Respect for diversity 82% (2021) to 85%

	<ul style="list-style-type: none"> • Managing bullying 81% (2021) to 85%.
Target 3.2	<p>Parent Opinion Survey</p> <p>By 2025 increase the percentages of positive parent/carers responses to the following factors:</p> <ul style="list-style-type: none"> • Managing bullying 86% (2020) to 88% • Not experiencing bullying 77% (2020) to 80% • Student agency and voice 81% (2020) to 84%.
Target 3.3	<p>PIVOT survey</p> <p>By 2025, increase the percentages of positive student responses (P-6) in the following areas:</p> <ul style="list-style-type: none"> • Safe in the classroom from 94% (2021) to 96% • Safe in the yard from 85% (2021) to 88% • Valued in the classroom from 83% (2021) to 85% • Valued in the yard from 84% (2021) to 86% • Respected in the classroom from 86% (2021) to 88% • Respected in the yard from 82% (2021) to 85%.
Key Improvement Strategy 3.a Vision, values and culture	Continue to create an environment where students feel safe, valued and respected so they can give their best.
Key Improvement Strategy 3.b	Strengthen student voice throughout to ensure they are heard, understood and empowered.

Empowering students and building school pride