School Strategic Plan for East Bentleigh Primary School No- 4837

2016-2019

Endorsements

Endorsement by School Principal	Signed……………………………………. Name- Maria Shearn Date………………………………………
Endorsement by School Council	Signed……………………………………. Name- Denise McDonough Date…………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……………………………………. Name…………………………………….. Date………………………………………

School Profile

Purpose	At East Bentleigh Primary School we provide a supportive yet challenging environment in which all children feel safe and stimulated.
	We offer families a choice of educational paths. Both paths treat children as individuals, as well as providing high quality educational experiences that are suited to each child's stage of development.
	Our aim is for each child to become a happy and confident person, well equipped for the challenges of lifelong learning, contributing to the society in which they live and able to achieve their full academic, creative and social potential.
Values	Our school is committed to continuous improvement and achieving excellence in teaching and learning at every level.
	We are small enough to allow each student to be treated as an individual yet large enough to support a wide range of programs. Both educational streams aim to develop children academically, socially, physically and emotionally.
	Through rich and engaging curriculum programs, students are encouraged to develop a passion for learning, to make connections to the world through real life experiences and to build a sense of respect for themselves, others and their natural environment.
Environmental Context	East Bentleigh Primary School is located in the South Eastern Region. The school was built in 1960 and is situated in an attractive natural environment near the Yarra Yarra Golf Course. Our school grounds and buildings are well-maintained by proactive staff and parents.
	The school's SFO for 2015 is 0.3470. In 2015, the enrolment of 332.4 students included 20 students receiving support from the Program for Students with Disabilities, with the level of funding for these students ranging from Level 1 to Level 5. Although most children are from English speaking backgrounds, the mix of cultural backgrounds of students is quite diverse.

The school has 19.4 Equivalent Full Time (EFT) staff, two Principal Class, 17.4 teachers and 9.6 Education Support (ES) staff, as well as a number of specialist staff such as instrumental, craft, dance and eurythmy teachers. Not included in the staffing numbers are the numerous people who work on a voluntary basis assisting children with literacy and numeracy, in the Stephanie Alexander Kitchen Garden Program, and in a multitude of other roles.

We offer a rich range of co-curricular programs on offer including the Stephanie Alexander Garden program, sport and physical education programs, Languages Other Than English (LOTE) – French, performing arts, music/drama, art, camps, excursions, showcase dinners, festivals and celebrations including the Midwinter Festival.

Two different curriculum streams, Mainstream and Steiner, operate at East Bentleigh Primary School. Currently students are organised into nine Steiner classes and six main stream classes. Class numbers in both streams are generally low with the exception of 2 larger classes and the school offers a range of specialist and support programs to promote learning of all students. Both the Mainstream and Steiner stream programs are underpinned by the Australian Curriculum. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to attend. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously.

Having a unique situation in place at our school as a result of the two different curriculum streams, it is necessary to provide some understanding of the differences between the Mainstream curriculum and the Steiner Stream curriculum.

The methodology of our Mainstream classes is similar to other state primary schools. We have multi-aged classes that cater for diverse student needs. Our Inquiry based curriculum focuses on the individual student – their needs and goals for future learning. The programs that we offer develop life skills. Our students participate in the Stephanie Alexander

Kitchen Garden Program from Class 3 -6 where they are immersed in practical, hands-on activities involved in gardening and cooking. Our mainstream classes are in our new flexible learning spaces that enable the teachers to provide a vibrant I.T.C. enhanced curriculum. Our students in our Mainstream also have the opportunity to tap into our extensive stringed based music program.

In the Steiner stream the Foundation child's school days are filled with creative, imaginative play where they are nurtured rather than taught, and are allowed to learn by example and through imitation. There is no emphasis on formal academic content in the Steiner Prep experience until term 4, although numeracy and literacy readiness activities such as singing, storytelling, poetry, dancing, finger plays, painting, drawing and handwork are part of the daily program. Letters are introduced imaginatively through stories and pictures. Much of the teaching in all subjects is done through stories told by the teacher. Recalling and discussing the stories in a natural spontaneous manner is an essential component of Steiner education. The oral approach is used all through Steiner education, and mastering oral communication is seen as integral to all learning. Regular singing and recorder playing from class one onwards, also dancing and rhythmic work undertaken each morning, all sharpen the powers of concentrated listening. Numbers are introduced in Class 1 and gradually between Class 1 and Class 3 understanding of the basic mathematical processes of addition, subtraction, multiplication and division is developed.

Although both streams provide a balanced curriculum which is enhanced by a wide range of experiences for the children, it is necessary to consider the different academic paths when looking at the school's student achievement data. On average, the children in the Steiner stream have reached indicative levels in Literacy and Numeracy by class four.

Our whole school approach to student wellbeing is based on restorative justice and positive education principles.

	Positive Education practices are embedded in all classroom and specialist programs. When moving around the school, a positive tone permeates the school environment, with a sense of harmony and wellbeing reflected in the behaviour and demeanour of students.
Service Standards	The staff at our school will hold ourselves to the following standards. We will: • Guarantee all students access to a broad, balanced and flexible curriculum including skills for learning and life. • Provide 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 • Endeavour to respond to all communication by parents and caregivers within 2 working days. • All teachers will provide timely and targeted feedback to students on their work. The school fosters close links with parents and the broader school community through its commitment to open and regular communications.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To maximise individual student learning growth, with a whole school focus on literacy and numeracy.	National Assessment Program – Literacy and Numeracy (NAPLAN) Relative Growth. Victorian Curriculum F-10 data Years P-6: Allocation of A's and B's; tracking student growth – average of one Victorian Curriculum F-10 level per year. Staff opinion – continue to improve School Climate results for Collective Responsibility, Teacher Collaboration and Guaranteed and Viable Curriculum so that they trend up and are sustained at or above the 67th percentile for all primary schools. Staff opinion – continue to improve Professional Learning results for Feedback and Active Participation so that they trend up and are sustained at	1. To enable all teachers to consistently implement a whole school East Bentleigh PS instructional model (agreed teaching and learning framework) 2.To further build individual teacher and teams of teachers' knowledge of what constitutes high quality literacy and numeracy programs and their capacity to differentiate curriculum, and teaching and learning practices to ensure challenge and progress for every student. 3. To implement and further develop whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform shared planning.

		or above the 67th percentile for all primary schools. ATS Survey – Continue to improve Teacher Effectiveness and Teacher Empathy.	
Engagement	To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking.	ATS Survey – Continue to improve Student Motivation, Learning Confidence, Stimulating Learning, School Connectedness. Student Attendance – an improving trend with attendance for each year level at 95% or better by 2019.	1. Create opportunities for students to develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning. 2. Continue to enhance transition processes into, through and out of the school to ensure students are well prepared for the next stage of learning. 3. Review and strengthen the attendance policy and processes to reduce student absence.
Wellbeing	To continue to foster a safe and supportive environment and culture, one that promotes high expectations, positive relationships, values diversity and supports the development of	ATS Survey – Continue to improve variable results for Student Morale, Learning Confidence, and Connectedness to Peers. Parent opinion – Continue to improve	1. Continue to build the capacity of students to be socially responsible and respectful in all their relationships. 2. Enhance support for every student to further build their social and emotional

	students' social and emotional skills.	variable results for School Improvement, Parent Input, Reporting and Homework so that they are sustained above State mean levels.	wellbeing and to be resilient. 3.Continue to strengthen the three-way education partnership.
Productivity	To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.	Staff opinion – continue to improve School Climate results for Collective Responsibility and Teacher Collaboration so that they trend up and are sustained at or above the 67th percentile for all primary schools. Staff opinion – continue to improve Professional Learning results for Feedback and Active Participation so that they trend up and are sustained at or above the 67th percentile for all primary schools. Parent opinion – Continue to improve variable result for School Improvement so that it is sustained above State mean levels.	1. To build a community of reflective learners focused on continuous school improvement. 2. Investigate and implement the optimal allocation, monitoring and review of resources to provide the best learning, engagement and wellbeing opportunities for students and the school community.

School Strategic Plan 2016- 2019: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones
Achievement 1.To enable all teachers to consistently implement a whole school East Bentleigh PS instructional model (agreed teaching and learning framework) 2.To further build individual teacher and teams of teachers' knowledge of what constitutes high quality literacy and numeracy programs and their capacity to differentiate curriculum, and teaching and learning practices to ensure challenge and progress for every student. 3. To implement and further develop whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform shared planning.	Year 1	1.1 Introduce a whole school instructional model which is understood – including reference to Visible Learning Principles, Learning Intentions, Success Criteria, student feedback, goal setting, the role of the learner and quality learning tasks. 1.2 Planned assessment between teachers in collaborative planning sessions. 2.1 Develop shared and agreed understandings of how best to teach, in particular Writing and Numeracy. 3.1 Continue to revise the whole school assessment schedule to ensure relevant data is collected, systematically analysed and used to drive purposeful teaching and learning. 3.2 Establish more explicit moderation protocols and strengthen moderation within and between levels particularly in the areas of Literacy and Numeracy.	PLT's implement school expectations of teaching Mathematics at East Bentleigh PS at weekly planning meetings. School Literacy Plan is documented and ratified by teachers. All teachers involved in learning walks, classroom visits and instructional rounds. All teachers regularly use assessment data to plan for student learning needs. All assessment data to be located in a central area to facilitate monitoring of individual students, cohorts and the whole school.

			Greater alignment between teacher judgements and On Demand / NAPLAN data.
	Year 2	1.1 Continue to research and adopt best teaching and learning practices to continue to enhance teacher professional learning and student outcomes.	
		1.2 Further develop a culture of sharing and learning together to support consistent adoption of agreed practices eg 'Learning Walks'; team teaching; peer observation; mentoring; modelling; coaching; feedback from leaders, colleagues and students; the use of the Performance and Development Framework.	Consistent instructional practice and accountabilities across the school. Effective use of data to personalise student learning.
		2.1 Support teachers to develop deeper knowledge of the guaranteed and viable curriculum, the curriculum standards, the learning continuum and the school's scope and sequence curriculum.	
		3.1 Enable teachers to develop deeper understandings of how to use the data tracking program (SPA) to better inform teacher and teams of teachers' knowledge of student progress.	

Year 3	2.1 Enable teachers to develop deeper understandings and share approaches that challenge and progress students working above the standard, at the standard and below the standard so that they are better able to cater for the range of learning needs in their classrooms such as the use of open ended tasks, intervention and support, the use of individual. 3.1 Enable all teachers to more deeply understand evidence based practice and how to triangulate data to make more informed judgments so that their teaching is more purposeful and their assessments more accurate. 3.4 Greater use of formative assessment; common assessment tasks; whole school pre and post testing, Sshared criteria; rubrics; cross marking; on demand testing; the use of effective feedback.	Consistent instructional practice and accountabilities across the school. Effective use of data to personalise student learning.
Year 4	Review and assess effectiveness of all key improvement strategies and actions	

Engagement	Year 1	1.1 Ensure the use of good learning behaviours and the role of the student in learning is included in the school's instructional model.	Personal Learning evident in teachers' weekly planning.
1 .Create opportunities for students to develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning.		1.2 Consistently involve students in regularly establishing meaningful learning goals, reflective practices, peer and self-assessment.	Evidence of goal setting and self - assessment by students in all classes
		1.3 Provide teacher professional learning about how to increase student cognitive engagement and participation in learning.	Greater participation of students in community initiatives.
2. Continue to enhance transition processes into, through and out of the school to ensure students are well prepared for the next stage of learning.		2.1 Document the associated leadership roles and responsibilities related to the school's transition and pathways policy to ensure ongoing clarity and transferability.	Three –way conferencing implemented across the school
		2.3 Improve systems to record, track and regularly discuss student results.	
3. Review and strengthen the attendance policy and processes to reduce student absence.		3.1 Review the implementation of the whole school approach where every staff member shares responsibility for promoting attendance and punctuality.	Improved punctuality and attendance of students across the school.
		3.2 Review the school's Attendance Policy and include processes for tracking and following up student absences. Include reference in the policy to	

		explicit expectations, reward and recognition for good attendance; close monitoring and prompt follow up including personalised interventions and an educative program for parents and students. 3.3 Investigate the provision of an automated messaging system for the reporting of absences.	
	Year 2	1.1 Improve the quality of teacher/student feedback to develop higher levels of student decision making, student efficacy and accountability for their own learning and increase students' ability to provide feedback to teachers about teaching and learning. 2.1 Investigate the introduction of a learning to learn program across the whole school at the start of each year to build student metacognitive capacities and to better ensure the development of common practices and shared language around teaching and learning. 2.2 Continue to improve the tracking of individual student progress in order to deliver high quality learning pathways appropriate to individual student needs. 3.1 Monitor Attendance Policy and strategies to promote regular attendance. Amend as necessary, promote and enforce.	

| | Year 3 | 1.4 Provide more feedback to Year 5 & 6 students about student opinion related to Teaching and Learning in the ATS Surveys and establish focus groups of students to seek student input into ways to improve their opinion.

1.5 Provide more opportunities for an enhanced student voice, leadership and authentic decision-making through for example the Junior School Council (JSC), regular classroom meetings, student focus groups and student action teams.

2.1 Review year to year handover processes and implement improvement in these processes as required.

3.1 Make the importance of regular attendance and punctuality more visible across the school.

3.2 Review and improve strategies for encouraging attendance through more consultation with students and student leaders about how to encourage attendance (such as consultation with the JSC), use of personalised interventions as required, running attendance competitions, and an educative program for parents and students about the importance of attendance.

3.3 Use attendance plans as required | |
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	Year 4	Review and assess effectiveness of all key improvement strategies and actions	
Wellbeing 1. Continue to build the capacity of students to be socially responsible and respectful in all their relationships. 2. Enhance support for every student to further build their social and emotional wellbeing and to be resilient. Suggested actions may include: 3. Continue to strengthen the three-way education partnership.	Year 1	1.1 Continue to consult regularly with students through regular classroom meetings and focus groups so that the school listens and responds to student needs. 1.2 Investigate ways to gather and respond to the opinion of students in Prep-Year 4. 1.3 Ensure the data collected through the ATS Surveys are shared with students in Years 5 and 6 and they are involved in responding to identified areas for improvement.	Greater student voice, engagement and learning confidence. Three way conferencing effectively used in all levels Social and emotional learning evident in term and weekly planners
	Year 2	2.1 Greater emphasis on Restorative Practices, KidsMatter and the Social and Emotional Framework professional learning for staff as ways to further develop students' social and emotional skills and to ensure consistency of approach to student wellbeing and management both inside and outside classrooms	Three way conferencing effectively used in all levels
	Year 3	3.1 Continue the implementation of three-way student led conferences where students lead discussions with	Three way conferencing effectively used in all levels

		their parents about their progress.	
		3.2 Investigate the development of a 'parent compact' to make explicit the partnership with parents. This compact would make explicit expectations related to learning partnerships, attendance, assessment, homework policy, expectations, the school's good learning behaviours, reporting, explaining the purpose and importance of three way education conferences.	Development of an enhanced enrolment package including an explicit contract outlining the partnership between home and school.
		3.3 Use focus groups with parents to collect and analyse feedback and to seek their opinion into ways to improve.	Improved parent communication and engagement.
		3.4 Embed whole school celebrations of student achievement across the full range of curricula and extra-curricula activity.	
		3.5 Investigate ways technology might be used, such as through the Compass system, to provide more continuous feedback to parents related to student achievement, attendance, school activities.	
	Year 4	Review and assess effectiveness of all key improvement strategies and actions	

Productivity	Year 1	1.1 Develop an annual professional learning plan aligned with the goals, targets and strategies set out in the SSP and Annual Implementation Plan (AIP).	
1. To build a community of reflective learners focused on continuous school improvement.		1.2 Plan resource needs for a growing enrolment.	
2. Investigate and implement the optimal allocation, monitoring and review of resources to provide the best learning, engagement and wellbeing opportunities for students and the school community.		1.3 Ensure Professional Development Plans for staff are aligned with the goals, targets and strategies set out in the SSP and AIP.	
		1.4 Research, develop and implement an observational practice program to give staff more opportunities to share practice, receive feedback and reflect on their practice.	
		1.5 Continue to build a culture of collaboration, shared responsibility and collective accountability in teams and across the whole school.	
	Year 2	1.3 Enable all staff and teams continue to build their capacity through active involvement in professional development and learning programs such as through coaching and mentoring.	
		2.2 Develop a buildings and facilities masterplan for 2016-2019.	
		1.3 Enable all staff and teams continue to build their	

		capacity through active involvement in professional development and learning programs such as through coaching and mentoring.	
	Year 3	Review parent opinion related to the use of Information and Communication Technology (ICT) as a tool for communication and learning across the school. Develop an ePlan that outlines the resource requirements, policies and processes around the use of ICT in the school.	
	Year 4	Review and assess effectiveness of all key improvement strategies and actions.	