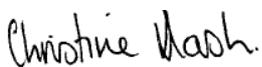
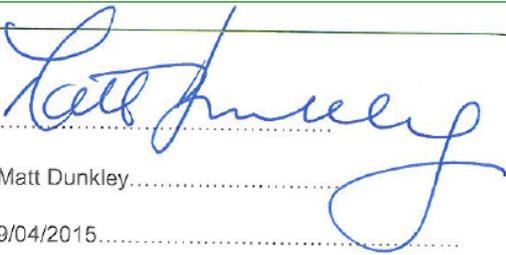


School Strategic Plan for Essendon Primary School

0483

2015 – 2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed </p> <p>Name Christine Nash</p> <p>Date 27th March 2015</p>
<p>Endorsement by School Council</p>	<p>Signed </p> <p>Name Michelle Loeliger</p> <p>Date 27th March 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed </p> <p>Name...Matt Dunkley.....</p> <p>Date...29/04/2015.....</p>

School Profile

<p>Purpose</p>	<p>Essendon Primary School's Vision is 'to provide an education that is engaging, challenging and supports students to become learners of the 21st century'.</p> <p>Our Mission is to develop ongoing learners who have the capacity to inquire, communicate and innovate in an ever-changing world. Our objective is to develop authentic learners by using evidence-based strategies to support student learning and thinking. The core purpose of our work is to enable all students to be responsible for their continuous growth and make good learning choices to become independent learners. The students of Essendon Primary School will be 21st century learners who have the capacity to inquire, communicate, and innovate in an ever-changing world. They will be authentic learners who use evidence-based strategies to think and learn. Our students will take responsibility for their own learning, where they will make continuous growth, make good learning choices and be interdependent.</p>
<p>Values</p>	<p>The Essendon Primary School community identify the following values to reflect what is most important to us as a school community. The values of Respect, Responsibility, Cooperation and Achievement underpin all that we do and are embedded in all areas of the curriculum and school life at Essendon Primary School. Expectations for appropriate behaviour based on the values of: Co-operation, Respect, Responsibility and Achievement were developed in consultation with the wider school community and are systematically taught through out the year. Students revisit these values with their teachers as each class develops their classroom codes of behaviour for the new school year. Students, parents and teachers assist each other by demonstrating and discussing positive behaviours needed to ensure our values are upheld within the school.</p>
<p>Environmental Context</p>	<p>Essendon Primary School was first opened in 1850 and is situated in quiet surroundings on the corner of Nicholson and Raleigh Streets Essendon. Opposite the school is the famous 'Windy Hill' football ground. The school is approximately eight kilometres from the centre of Melbourne and comprises 32 equivalent full time staff: 2 Principal class, 2 Leading Teachers, 25 teachers and 5 Education Support staff. The school's SFO is 0.2527 and the present school population of 478 students makes up 19 grades. The school is located in four buildings, including a portable structure. Over the past six years our enrolment trend has increased significantly from 357 in 2009 to 478 in 2015. Due to this, the region has approved a ceiling of 475 in order to manage our enrolment numbers. However our enrolment prediction for the next five years indicates that we will increase by another 60-80 students, which will have a significant impact in relation to learning spaces. We have no flexible learning spaces within our current design. In order to cater for the increasing enrolment numbers and to deliver the curriculum using 21st century pedagogy the school is currently planning for significant redevelopment of the school's internal and external facilities. This process involves the creation of an Asset Management Plan and a review of our current curriculum and pedagogical priorities.</p> <p>Essendon Primary School is recognised for its strong academic achievement, focused on high quality teaching and community involvement. Our core business is to develop lifelong learners who can adapt to change and become proactive members of society. Our data trends indicate that we meet and exceed state benchmarks in literacy and numeracy. Our future work needs to be entirely focused on individual growth in both academic and social capacities. There continues to be a strong emphasis on the delivery of a high quality Literacy, Numeracy and Inquiry Curriculum, with teachers committed to developing their skills through professional learning programs and coaching. The school is structured in AusVELS level professional learning teams (PLTs). The timetable is designed to support each teacher with at least three sessions of PLT time together during the school day. The meeting schedule is structured with subject based and integrated PLT meeting times after school each week. All meetings are structured to provide opportunities for professional learning and for staff to work collectively on developing whole school curriculum documents.</p> <p>Teachers plan the curriculum in year level teams, developing a balanced and comprehensive program that reflects best practice, provides students with many opportunities to develop thinking and problem solving skills and stimulates high achievement. Students are supported to be articulate, self-confident and socially responsible. Programs are carefully designed to cater for the needs of individuals, enabling students to participate as active, engaged learners to achieve their personal best. A 1:1 iPad program was introduced at year 5 and year 6 in 2013, allowing</p>

	<p>students to experience a curriculum that promotes higher order thinking and that is engaging, relevant and purposeful as teachers lead them through negotiated curriculum tasks and provide inquiry-based learning frameworks. Exemplary Visual Arts, Performing Arts, Physical Education and Language (Japanese) programs support the belief that learning should be varied, enjoyable, stimulating and challenging.</p> <p>Students have the opportunity to participate in a broad range of programs that not only support their classroom learning but also allow them to have an enriched experience throughout their years at school. Some of these include:</p> <ul style="list-style-type: none"> • Instrumental music lessons (conducted by an external provider), with consistently high numbers of students enrolled in these lessons (133 in 2015). • Australian Mathematics Competition • Tournament of the Minds • Lunch time sessions for library, art, school choir (Years 3 to 6) and school rock band (Years 5 and 6) • Chess, Art, and Gardening clubs • Leadership roles and active participation in the Student Representative Council • Camp program developed from Year 1 activity evening, Year 2 sleepover and Year 3-6 Camp program • 5-6 inter-school sport program and District Athletics • 'Kelly' lunchtime and after school sports • a weekly Story Time session which is held in the Library and open to kinder-age siblings and new students <p>Our school's multicultural population reflects the characteristics of the Essendon community. Our students speak twenty-two different languages, with Hindhi and Japanese being the prevalent two language backgrounds other than English. Other languages spoken by students in our school include Arabic, Turkish, Mandarin, Cantonese and Urdu. Our SFO is 0.252, and many of our students come from families where one or both parents are qualified or associate professionals. It fosters a strong culture of collaboration and action from all community members. Cooperative relationships between all members of the community are encouraged. Parental involvement in the many aspects of school life is highly valued, including the weekly Friday Food Stalls, which provide a strong sense of connectedness, and a major source of school fundraising. Our school runs a highly successful parent volunteer program as many parents have flexible work arrangements that allow them to contribute during school hours. Parents are further involved in a range of programs at all levels including School Council and School Council Sub-Committees, and the active Parents & Friends group that drives many of our school fundraising projects.</p>
Service Standards	<p>The school will provide:</p> <ul style="list-style-type: none"> • A learning environment where there is a high expectations for all students. • A differentiated teaching and learning program to cater for individual learning needs. • An exemplary learning program that is regularly reviewed to provide for learning in the 21st century and beyond. • A focus on developing the whole child in an inclusive environment. T • A welcoming environment where parents and the wider community are encouraged to participate in a wide range of school community events.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To improve the learning growth of every student in Literacy and Numeracy.	<p>100% of all capable students to demonstrate at least twelve months growth in NAPLAN, all AusVELS curriculum areas and school based assessments (Fountas and Pinnell benchmarking, PAT assessment tools for comprehension, grammar punctuation, spelling and mathematics, NAPLAN writing rubric, SWST and pre and post mathematics assessments) achieving a least a 0.4 effect size.</p> <p>100% of Foundation students to be at or above expected level (Level C) demonstrating a minimum of 12 months growth on Fountas and Pinnell intervention at Foundation.</p> <p>Decrease low Relative Growth in reading, writing, spelling, numeracy, grammar and punctuation to less than 10% of students. Increase high Relative Growth to at least 30% in each of these.</p> <p>Improve the NAPLAN mean scores to at least 10% above the state mean in Year 3 and Year 5 Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.</p> <p>35% of students to be working above the expected level in Reading, Writing and Mathematics F-6 for teacher judgments against AusVELS.</p>	<p>Develop, document and implement a whole school guaranteed and viable curriculum that includes assessment in literacy, numeracy and inquiry.</p> <p>Build the effectiveness and efficacy of every teacher by implementing an agreed and research-based curriculum delivery model based on inquiry and instructional practices across the school (Marzano).</p> <p>Embed a whole school approach to assessment and the use of data and evidence, to track the progress of every student and inform the point of learning through the triangulation of data in literacy and numeracy.</p>
Engagement	To build the capacity in every student so that they are active, interdependent learners.	<p>Improvement in student engagement demonstrated by the following variables in the Attitudes to School Student Survey:</p> <ul style="list-style-type: none"> Learning Confidence- 4.4 Stimulating Learning- 4.3 Student Motivation- 4.7 Teacher effectiveness 4.5 Teacher Empathy 4.6 Classroom Behaviour- 4.0 <p>High levels of teacher engagement as demonstrated in the new staff survey modules with at least 90% endorsement by teachers in</p> <ul style="list-style-type: none"> Collective Efficacy Collective Responsibility Academic Emphasis Guaranteed and Viable Curriculum <p>Improvement in parent perception demonstrated by the following variables in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> Stimulating Learning- 6.0 	<p>Respond to variations in student achievement data, learning styles and interests by developing a self-directed learning model with a focus on high expectations.</p> <p>Build the capacity in every student so that they are able to direct, monitor and evaluate their own learning. Ensure a whole school approach to student input, setting challenging goals with transparent effective feedback for every student and teacher.</p> <p>Use evolving technologies to redefine different ways to communicate, collaborate and promote deep learning.</p>

		Behaviour management- 5.8 Learning focus- 6.0 Homework- 5.5 Student motivation- 6.0 Attendance rate for all year levels to be above 95%.	
Wellbeing	To build the social-emotional intelligence skills of all students so they have the capacity to inquire, communicate and thrive in an ever-changing world	Improvement in student well-being demonstrated by the following variables in the Attitudes to School student survey: Classroom Behaviour- 4.0 Connectedness to Peers- 4.5 Student Safety- 4.7 Student Distress- 6.0 Student Morale- 6.0 Improvement in parent perception demonstrated by the following variables in the Parent Opinion Survey: Approachability- 6.0 Parent input- 5.8 Transitions- 6. Student safety- 5.7 Connectedness to peers- 6.0 Social skills- 6.0	Strengthen home-school communication and partnership to support student learning. Continue to develop a positive culture and build the capacity of teachers, parents and students to understand and enhance resilience, mental health and well-being as part of the School Wide Positive Behaviours framework
Productivity	To ensure that resources are effectively allocated so that we achieve the goals of the strategic plan	High levels of teacher engagement as demonstrated in the new staff survey modules with at least 90% endorsement by teachers in Collective Efficacy Collective Responsibility Academic Emphasis Staff Trust in Colleagues Teacher Collaboration Guaranteed and Viable Curriculum Professional Learning Improvement in parent perception demonstrated by the following variables in the Parent Opinion Survey: School improvement- 6.0 Reporting- 6.0	Continue to build a culture of collegiality and professionalism so that Professional Learning Teams are modeled on the PLC research and focused to collaborate, participate in purposeful professional dialogue and make learning decisions based on triangulated data and evidence-based practices.

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
<p>Achievement Students to demonstrate 12 months growth or more each year in Literacy and Numeracy.</p>		
<p>Develop, document and implement a whole school guaranteed and viable curriculum that includes assessment in literacy, numeracy and inquiry.</p>	<ul style="list-style-type: none"> • Review the literacy (particularly writing, spelling, grammar and punctuation) curriculum across the school. • Review/ streamline/ align the inquiry-based rich curriculum across the school. • Include identification of essential learning assessment across all areas of the curriculum – literacy, numeracy and inquiry thinking skills. Include academic vocabulary. • Align with AusVELS. • Embed ICT in all areas. • Embed intercultural understanding (ICU) in literacy and inquiry. • Build teacher knowledge of the whole curriculum through professional learning. • Ensure an enabling timetable so that learning time in literacy and numeracy are protected. 	<p>By the end of 2017, the whole school community have endorsed EPS Essential Learnings Document for Reading, Writing, Grammar and Punctuation, Spelling and Mathematics.</p> <p>Development and implementation of a new concept driven, school-wide inquiry planner that is based on AusVELS and embeds ICT and ICU</p> <p>Inquiry units of work are developed and referenced against the Australian Curriculum</p> <p>All planning document templates audited and updated to align with AusVELS and to reflect the use of the high yield strategies and differentiation.</p> <p>An agreed curriculum framework for writing (including spelling and grammar) is developed and implemented in all classrooms</p> <p>Induction ICU Package for all staff to ensure a whole school approach through staff sharing a common understanding and language.</p> <p>Teachers and students present projects, workshops and performances at school assemblies to inform the school community about different cultural practices and intercultural understanding.</p>
<p>Build the effectiveness and efficacy of every teacher by implementing an agreed and research-based curriculum delivery model based on inquiry and instructional practices across the school (Marzano).</p>	<ul style="list-style-type: none"> • Explore and implement an agreed and research-based instructional classroom delivery model (i.e. GANAG) and the high yield instructional practices across the school. • Provide whole school professional learning and opportunities for staff sharing of effective practices in the whole-school and PLT's. • Use research-based coaching and reflection, action research and feedback models to build practice. • Build teacher knowledge and practice to work effectively in collaborative 21st century learning spaces. 	<p>PLTs to identify and work towards professional learning goals as part of their meeting structure and peer observations.</p> <p>Effective use of the 9 High Yield Strategies in each classroom will be evident through leadership, coaching and peer classroom observation feedback.</p> <p>All staff to have identified significant professional learning goals around the effective implementation of the GANAG instructional model and the 9 High Yield strategies through</p>

Key Improvement Strategies	Actions	Achievement Milestone
		<p>the Performance and Development Process.</p> <p>School based coaches trained and well versed in the effective use of the 9 High Yield strategies and the GANAG instructional model</p> <p>High quality instructional practice evident throughout the school through leadership, coaching and peer observations.</p>
<p>Embed a whole school approach to assessment and the use of data and evidence, to track the progress of every student and inform the point of learning through the triangulation of data in literacy and numeracy.</p>	<ul style="list-style-type: none"> • Use a whole school approach to a data tracking system e.g.: Accelerus to track the learning growth of every student. • Build teacher skills and knowledge to understand and use evidence and data to inform practice. • Build a whole school assessment schedule and agreed assessment practices and regularly monitor – i.e. Fountas and Pinnell • Use assessments of, as and for learning. 	<p>Leading teachers/ coaches to attend PLT data meetings to oversee the use of data and to support team leaders to lead the PLTs.</p> <p>Development and implementation of an effective assessment schedule to inform teaching and learning and monitor student progress.</p> <p>Coaches and teachers to use multiple sources of information about students to monitor and ensure appropriate student achievement growth.</p> <p>All staff to have identified significant student learning growth through the Performance and Development process.</p> <p>Development and effective use by all teaching staff of the whole school data tracking system</p> <p>Moderation integrated into Teaching Professional Learning Teams with opportunities to share across the school to ensure consistent judgements using AusVELS learning continuums.</p>
<p>Engagement To build the capacity in every student so that they are active, interdependent learners</p>		
<p>Respond to variations in student achievement data, learning styles and interests by developing a self-directed learning model with a focus on high expectations.</p>	<ul style="list-style-type: none"> • Move the focus from ‘teaching’ to ‘learning’ • Use assessment to inform and motivate students • Provide multiple opportunities for students to demonstrate learning. • Build teacher skills and knowledge to use formative data to inform and differentiate daily instruction and ensure student ‘voice’ in their learning. 	<p>Compass Student Management System implemented to communicate with parents and monitor student attendance</p> <p>Attendance rate for all year levels to be above 95%.</p> <p>Improved teacher capacity to differentiate the curriculum and provide learning success for all students.</p>

Key Improvement Strategies	Actions	Achievement Milestone
	<ul style="list-style-type: none"> • Include intervention as a key process. • Gradual release of responsibility to students using the learning continua. Build the 'student voice' in their learning. • Ensure monitoring and evaluation of PLT's. 	<p>Student outcomes monitored and reviewed each term to identify and implement effective interventions</p>
<p>Build the capacity in every student so that they are able to direct, monitor and evaluate their own learning. Ensure a whole school approach to student input, setting challenging goals with transparent effective feedback for every student and teacher.</p>	<ul style="list-style-type: none"> • Ensure student voice in their learning – student goal setting and authentic participation. Make learning 'visible'. • Further develop the implementation of student portfolios and student led-conferences • Strengthen and formalise student feedback to teachers. • Consider an agreed teacher feedback model across the school that includes PLT feedback practices and protocols. Ensure alignment with the teacher development process (PDP). 	<p>Student centred, personalised learning visible across the whole school.</p> <p>Student goal setting, monitoring and feedback is a core part of learning at Essendon Primary School.</p> <p>Higher levels of student responsibility for learning is reported and documented</p> <p>Teachers will provide ongoing effective feedback to students in a timely manner</p> <p>Students are able to articulate, reflect on and act upon their learning goals</p> <p>Meaningful student portfolios are compiled and used to assist all students:</p> <ul style="list-style-type: none"> · monitor their learning progress; · set goals and targets; · engage in student-led conferences.
<p>Use evolving technologies to redefine different ways to communicate, collaborate and promote deep learning.</p>	<ul style="list-style-type: none"> • Development of a detailed strategy that supports the staged integration of C21 technology into the curriculum. • ePotential surveys of staff • Develop the use of web 2 tools for multiple and critical literacies in all curriculum areas (e.g Blogs, Wikis, digital portfolios) • Create a "Do It Yourself" Handbook resource for all teachers, to reduce reliance on part time technician. • Continue to implement the eSmart framework, (a DEECD funded initiative that provides policy, procedures and lessons to encourage cyber-safety practices) across the school. 	<p>Staff have access to emerging technologies and are further developing capabilities in the use of technology for teaching and learning</p> <p>All staff consistently use ICT and multiple literacies in innovative ways during literacy, numeracy and inquiry lessons, evident in planning documents.</p> <p>Students use ICT to learn within and beyond the school environment.</p> <p>eLearning strategy plan and resources developed</p> <p>Updated policy, procedures and lessons to encourage cyber-safety practices</p> <p>Compass Student Management System implemented to</p>

Key Improvement Strategies	Actions	Achievement Milestone
		facilitate effective communication and collaboration with 5/6 students in the 1:1 iPad program.
Wellbeing To build the social-emotional intelligence skills of all students so they have the capacity to inquire, communicate and thrive in an ever-changing world		
Strengthen home-school communication and partnership to support student learning.	<ul style="list-style-type: none"> • Ensure a whole school approach to parent communication. • Partner with parents on student learning, engagement and wellbeing. • Reference <i>The Commonwealth Family–School Partnerships Framework: A Guide for Schools and Families</i> • Term overviews sent home • Investigate and implement a web-based student management system to facilitate parent teacher communication • Teaching Professional Learning Team continue to inform and support productive partnerships between the school and the wider community • 	<p>Compass Student Management System implemented to communicate with parents about student learning, term overviews, engagement and wellbeing.</p> <p>An inclusive school community leading to a greater school connectedness</p>
Continue to develop a positive culture and build the capacity of teachers, parents and students to understand and enhance resilience, mental health and well-being as part of the School Wide Positive Behaviours (SW-PBS) framework	<ul style="list-style-type: none"> • Investigate and implement the Positive Psychology framework with parents as partners. • Incorporate well-being and resilience enhancing strategies into the curriculum • Incorporate the school house teams in ways that further promote student decision making, confidence and school connectedness • Continue universal level implementation of a variety of SW-PBS assessment tools and data collected and analysed • Continue use of SW-PBS positive acknowledgement system 	<p>Student leadership and student voice opportunities evaluated and new strategies supported</p> <p>Consistent whole school focus on social and emotional learning</p> <p>Effective use of a web-based incident data collection system to inform SW-PBS lesson development and strategies.</p> <p>SW-PBS School-based coach allocated and the SW-PBS Professional Learning Team established and meet on a regular basis.</p>
Productivity To ensure that resources are effectively allocated so that we achieve the goals of the strategic plan		
Continue to build a culture of collegiality and professionalism so that Professional Learning Teams are modeled on the PLC research and focused to collaborate, participate in purposeful professional dialogue and make learning decisions based on triangulated data and evidence-based practices.	<ul style="list-style-type: none"> • Ensure the PLT's are modelled on the PLC research and are distinguished by Quality, Fidelity, Intensity and Consistency (QFIC). • Ensure the learner is at the centre of the work in every PLT and that collective responsibility and collective efficacy is built. These are 'our kids'. • Continue to build a culture of collegiality, professionalism so that PLT's are focussed to collaborate and plan together for high quality instruction and student learning. • Build a whole school approach to the regular use of data to inform practice and build teachers data literacy. • Build teams to help each other improve and share practice, and 	<p>Documented whole school approach to Professional Learning Teams and collaborative teams.</p> <p>Develop a series of explicit, published, collective commitments that cover PLT protocols, professional responsibilities and effective teaching practice at Essendon Primary School.</p> <p>All spaces in the school are identified and used to their capacity to support student learning outcomes</p> <p>Extensive professional learning opportunities provided for</p>

Key Improvement Strategies	Actions	Achievement Milestone
	<p>to respond to students who need additional time and support.</p> <ul style="list-style-type: none"> • Effective and optimum use of school learning environments and spaces • Develop the leadership capacity of middle management (Teaching Professional Learning Team leaders) • Continue to prioritise the leadership of Literacy, Numeracy and Inquiry learning through the allocation of human resource 	<p>middle management leaders through Teaching PLT leader meetings, school based targeted professional learning days and Bastow.</p> <p>Development of Teaching Professional Learning Team leaders leadership skills evident in the Performance and Development process.</p> <p>Investment in coaching resulting in improved teacher capacity and student outcomes</p> <p>Continue timetabling to enable teams to undertake shared planning time and professional learning</p>